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ABSTRACT

This monograph addresses the task of designing, operating, and evaluating bilingual vocational instruction programs. It is intended to help administrators, program planners, evaluators, and staff responsible for providing an efficient, effective, and relevant program for adults and youth who are unemployed or underemployed having insufficient job skills and who lack sufficient English to permit them to function in an English-speaking work environment. Chapter 1 addresses organizing a bilingual vocational training program. Specific topics include six prerequisites to program planning and effective program implementation. Chapter 2 focuses on adapting English to vocational instruction by discussing making ESL (English as a Second Language) relevant to vocation, task of mastering English, oral approach to mastery of English, and strategies in adapting ESL to vocational skills. Chapter 3 is designed as a guide to the evaluation of bilingual vocational training programs. It provides a set of basic techniques to plan and conduct an evaluation of project effectiveness. It discusses purpose and description of evaluation method, steps in the evaluation process, type of information needed by project directors and evaluators, data collection and assessment, and use of findings in program planning and operation. A model evaluation form is provided. (YLB)

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MONOGRAPH FOR BILINGUAL VOCATIONAL TRAINING

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FOREWORD

This Monograph addresses the task of designing, operating and evaluating bilingual vocational instruction programs. It is aimed to help those administrators, program planners, evaluators and staff whose responsibility and challenge is to provide an efficient, effective and relevant program for those adults and youths who are unemployed or underemployed having insufficient job skills and who lack sufficient English to permit them to function in an English speaking work environment.

Title I, Part B, subpart 3 of the Vocational Education Act of 1963 as amended in 1976 addresses this problem. The Federal Government through the U.S. Office of Education (USOE) now supports bilingual vocational training. Such training seeks to fuse vocational training with a bilingual approach to train individuals in particular vocational skills and to provide job-specific instruction in English as a Second Language.

As part of a substantial effort to address bilingual vocational education, funding was provided to research and produce this Monograph to assist those who are developing bilingual vocational programs or those who have been operating such programs and wish to review some of the basics of such program formation and evaluation.

The Monograph has rather limited objectives and does not purport to provide all there is to know about bilingual vocational education. Since it is such a new field of endeavor and there is still much work to be done, this Monograph may be seen as merely one "desk aid" which will provide some ideas, suggestions, and some directions which may assist the program planners and operators in their most important task of helping trainees prepare for viable, self-supporting job opportunities.

As an introduction to the field of bilingual vocational instruction this Monograph consists of three chapters:

Chapter I - Organizing a Bilingual Vocational Training Program
Chapter II - Adapting English as a Second Language to Vocational Areas
Chapter III - Evaluating the Effectiveness of Bilingual Vocational Training Projects

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Chapter I

Organizing a Bilingual Vocational Training Program

CHAPTER I

ORGANIZING A BILINGUAL VOCATIONAL TRAINING PROGRAM

> *"The purpose of the bilingual vocational training program is to prepare persons of limited English speaking ability to perform adequately in an environment requiring English language skills and to fill the critical need for more and better trained persons in occupational categories vital to both the persons and the economy."**

The unique mission of bilingual vocational training is to provide limited English speakers with both job skills and English language skills with which to compete in an English speaking job market. Essentially, a program consists of two learning components: entry-level vocational skills and English language skills needed to perform and interact successfully on the job. Because of the trainees' urgent need for gainful employment, the native language of the learners is used to enable trainees to acquire the needed vocational skills.

Bilingual vocational education is an effective means of providing vocational training for limited English speakers. As such, it differs significantly from other technical training programs. The most fundamental difference is that bilingual vocational training offers both instruction in English and also in the trainees' native language. The English instruction is carefully related to and combined with instruction in the vocational component. This coordination of the two learning components is possible because the vocational and English language instructors work as a team to develop the relationship between the components.

A successful bilingual vocational training program includes vocational training taught in both English and the native language of the learner and instruction in English as a Second Language (ESL) which is job related. However, other elements of the program such as the time schedule of the instructors, the location of the classes, and the equipment and materials used in the instructional process are also important.

**Federal Register, The Rules and Regulations, Volume 42, No. 191, October 3, 1977, page 53860. Subpart 5 - Bilingual Vocational Education, No. 105.601.*

There are certain basic elements an administrator considers in organizing any program. However, to organize a bilingual vocational training program, an administrator may want to consider the unique aspects of these elements. This chapter is a guide for administrators, planners, and teachers to use in organizing a coordinated bilingual vocational training program. As such, it presents an overview of the minimum essential elements to be considered in planning, developing, and implementing a bilingual vocational training program.

A. Prerequisites to Program Planning

Many factors are essential in a bilingual vocational training program. Prior to the implementation of the program several factors should be considered. These include:

- Reliable assessment of the need for training;
- Clearly-stated program objectives;
- Effective methods of measuring success;
- Adequate facilities and equipment;
- Sufficient financial support; and
- Appropriately trained staff.

These prerequisites may be considered the basic elements which provide the foundation for the development of any vocational training program. Since bilingual vocational training differs from monolingual vocational training, there are key features which need to be carefully considered. These are discussed below.

1. Reliable Assessment of the Need for Training

One of the primary concerns of an administrator, planner, or teacher of a bilingual vocational training program is to identify limited English speakers in need of both English skills and job skills and to identify jobs within the community for which these persons can be trained.

Reliable data and general information on limited English speakers and their participation in the labor market is available from a variety of sources. Informal contacts with local social service agencies or even other technical training programs may be utilized to identify limited English speakers who are in need of instruction. Other, more

sophisticated data may be available from government agencies such as state and local employment offices or state departments of labor. The data collected should reveal individuals who are at a competitive disadvantage in the labor market because they lack both English language skills and marketable job skills.

In assessing the need for training it is essential to focus on two major components of the training program. One is to identify limited English speaking persons, the potential trainees; the other is to identify job skills needed in the community for which individuals may be trained.

a. Identify Persons of Limited English Speaking Ability

The focus of a bilingual vocational training program is to train unemployed or underemployed limited English speakers who have completed or left school and are unable to profit from English vocational training. Lack of vocational skills and insufficient mastery of English often are barriers to employment. Many of those who find employment are usually in low-paying jobs which do not adequately utilize their skills or offer occupational mobility.

Persons of limited English speaking ability, who have job skills, may not be gainfully employed because of their inability to communicate in English. Such individuals would best benefit from a program of English as a Second Language (ESL) so they can acquire the English language skills needed to pursue the jobs for which they are already trained. Other individuals may be identified who actually have sufficient proficiency in English to obtain and function in a job but lack job skills currently in demand in the labor market. Ideally, these persons should be referred to vocational training programs conducted in English.

b. Selection Criteria

There is such a great need for bilingual vocational training that, in the past, administrators have found that many more participants actually applied to the program than could be trained. The process of actually selecting candidates for training may be a difficult one

both for the staff and for the applicants. The entire staff should be involved in the process of interviewing and screening the applicants. Care should be taken to create a supportive atmosphere so that they are not intimidated by the interviewing process. Relaxed conversation and application forms or interviews in the native language of the potential trainees will help put both the applicant and the interviewer at ease.

Need is the predominant factor in selecting participants for training: need for job skills, need for English language skills, need for upward mobility. However, at least equal consideration should be given to those who will most benefit and who will be most likely to succeed as a result of the training experience. The criteria for determining a candidate's eligibility should include such factors as economic need, level of English proficiency, vocational interest and aptitude, and previous work experience. A brief discussion of these factors are described below.

Economic Need.

Economic need refers to the present income, financial status, and family responsibilities of the applicant. These may well be the most important factors in assessing a candidate's eligibility for training.

Level of English Proficiency.

If a candidate appears to be proficient in English or have sufficient mastery of English language skills, then vocational training conducted in English could provide instruction in the needed vocational skills.

Vocational Interest and Aptitude.

The degree to which the candidate appears able and willing to learn new skills is important in identifying those persons most likely to benefit from the program. Lack of motivation may prevent a trainee from acquiring the needed skills.

Previous Work Experience.

Many applicants may have marketable skills which need to be adapted or modified to the vocation as it is practiced in the United States. Other candiates may have few skills relevant to the selected occupation.

c. Identify Jobs Within the Community

The success of any job training program is primarily determined by the number of participants who are placed in jobs for which they were trained. The job training may be excellent and of high quality, but if graduates are not able to find jobs, the time and energy devoted to acquiring the skills is of little value.

In addition to the many factors an administrator considers in selecting a job to be the focus of training, special consideration should be given to factors within the community which may affect employment. Native English speakers may relocate or travel long distances if the jobs for which they were trained are not available in the immediate area but are available elsewhere. However, persons with a limited ability to communicate in English are seldom free to relocate and often lack the mobility necessary to seek jobs elsewhere.

In order to ensure that jobs will exist for trainees, administrators should determine the skills currently needed by the community and also the skills which will be needed in the future. Factors which might affect the labor market, such as changes in technology which either create new jobs or eliminate existing jobs, and any changes in the community itself should be carefully weighed.

The active interest, participation, and involvement of the community in bilingual vocational training is especially important because of the special efforts needed to recruit qualified trainees and to secure actual job commitments for them. Of course there are many proven methods of recruiting participants for vocational programs. However, due to the fact that the target audience of bilingual vocational programs is unable to communicate effectively in English, special outreach efforts may be required. Enlisting the support and assistance of community organizations which provide special services to limited English speakers may be an effective mechanism for teaching those individuals who could best benefit from training. Contacting social service agencies for referrals, developing

promotional brochures and fliers geared to the selected language group, and advertising on radio stations are but a few of the many ways of effectively recruiting limited English speakers.

Essential to the success of the training program is the placement of trainees in jobs for which they were trained. Informational pamphlets may be developed to acquaint potential employers with the purpose of the training project and also with the program as a source of skill-trained employees. Members of a program staff, such as job developers, may canvass local businesses and industries to identify their employment needs and to stimulate interest in the program. Another means of identifying and obtaining job opportunities for qualified trainees is to create a network of persons interested in vocational training. This network would provide a mechanism for sharing and disseminating information on jobs available in the community.

Community involvement in the training effort may be accomplished in several ways. One method which administrators have found effective is establishing an advisory committee. A committee comprised of business and community leaders, representatives from social service agencies, members of the faculty, and selected trainees provide a reliable and valuable source of information about the community, its needs, and the potential impact of the program on the community. Leaders of local businesses and industries will be knowledgeable about the work place, that is, aware of the skills in demand in the local labor market, and of technological changes which may affect the demand. The committee members may also assist in providing practical on-the-job training experiences in the world of work and actual field trips for trainees. Trainees need opportunities to use newly acquired vocational and English language skills in actual job settings. Such field experiences are of value not only to trainees but also to employers who have an opportunity to identify qualified potential employees.

2. Clearly-stated Program Objectives

It is not uncommon to confuse the goals of a program with the objectives of the program. Goals, which are seldom quantifiable, are usually stated in broad terms which outline the general intent of the total program. Their purpose is primarily to focus and define the scope of the training effort.

Clearly-stated objectives, on the other hand, provide specific information on the intended results of the program. Of most use to administrators of bilingual vocational training programs are objectives which are specific, measurable, appropriate, and which can be achieved. Objectives which state the intended outcomes in specific terms are easier to measure than those which are described in indefinite or general ways. Measurable objectives also make it possible to quantify the results of the program. The objectives should be appropriate and practical, i.e., there should be a real need within the community for the job skills trainees will acquire. Finally, there should be sufficient resources available to achieve the program objectives.

Clearly-stated objectives for bilingual vocational training might consist of:

- A description of the trainees to be trained;
- The number of trainees to be trained and placed;
- Occupations or specific jobs for which learners will be trained; and
- A description of the community in which the successful trainees will find jobs.

3. Effective Methods of Measuring Success

The goal of bilingual vocational training is to provide limited English speakers with marketable job skills and English language skills. The program must be both efficient and effective in order to provide trainees with the needed skills. An efficient program may generally be described as one in which all elements of the training program work together in preparing the trainees for the job. An effective program may be described as one which prepares the trainees for occupations which are

vital to both the persons and the economy. Specifying methods for evaluating the program enables an administrator to determine if the program is meeting the needs of trainees. Chapter III, "Evaluating the Effectiveness of Bilingual Vocational Training Programs," provides information on evaluation.

4. Adequate Facilities and Equipment

Bilingual vocational training programs may be located in existing "host" institutions such as a community college or skills training center which provides the space and equipment needed to operate the program. The facility should be accessible to the trainees. The location of the training center may be a determining factor in an individual's participation in the program. The capability of the institution to support a bilingual vocational training program and the commitment of such an institution to bilingual vocational training are among the many factors an administrator will consider in identifying an appropriate facility.

5. Sufficient Financial Support

In addition to those expenses which are essential for the effective operation of any program, financial assistance may be provided to trainees while participating in the training program. For example, a stipend may be a critical factor in a trainee's ability to participate in the training program.

Funds to operate a program are available from a variety of sources. Federal, state, and local government agencies may make funds available through a grant or contract competition. Financial resources may also be available from sources within the local community. Bilingual vocational training provides a ready source of skill-trained employees and as such provides a valuable service to the community. With this in mind, a local education agency may be willing to support a pilot bilingual vocational training program.

6. Appropriately Trained Staff

The nature of bilingual vocational training requires that the staff of these programs have a combination of unique skills. It is not sufficient

for the ESL and vocational instructors or the counselors to be skilled only in their respective occupations, but they should also be bilingual. One of the frequent problems for administrators in developing a bilingual vocational program is the identification and recruitment of qualified staff. For example, the ideal vocational instructor should be skilled in the trade being taught and proficient in the native language of the trainees. If the vocational instructor is not bilingual, the required language skills may be supplemented by an instructional aide. However, if an individual who is skilled in the trade cannot be identified or recruited, then the likelihood of a quality program being developed and implemented is questionable.

B. Planning a Bilingual Vocational Training Program

1. What is Bilingual Vocational Instruction?

Bilingual vocational training combines instruction in job-specific ESL and vocational skills to provide individuals with both occupational and English language skills needed to perform and to interact successfully on a job.

a. Two Interrelated Learning Components

Instruction is frequently thought of as consisting of two separate learning components: an English language component and a vocational component. However, one of the distinguishing features of bilingual vocational education is that the skills of one learning component are actually part of and related to the skills of the other component. The emphasis of English language instruction is on those communication skills trainees need to perform specific vocational tasks. Similarly, vocational instruction focuses upon mastery of technical skills but also emphasizes those English skills essential to performing a job. For example, if the goal of instruction is to prepare trainees for jobs as welders, then English instruction consists, in part, of specific welding vocabulary and terminology the trainees need for mastery of welding skills. The ESL instructor may actually use such equipment as welding plates, electrodes, welding torches, or even goggles as teaching aids. By using vocational tools and equipment in the ESL

component, practice of English language skills is related to the skills learned in the vocational component.

b. Planning Prior to and During the Program

Because the instructors plan and work together prior to the start up and during the course of the program, they are able to relate the ESL and vocational skills instruction. Before the program begins the instructors develop and specify the relationship between the two learning components. They decide what is to be taught, the specific vocational skills, the specific English language skills, and when it will be taught. Both components, then, are focused on achieving one set of objectives. During the course of the program, instructors meet regularly to review the course content and assure that instruction in the two components is always related.

c. Scheduling of Instructors

The process of coordinating the components is completed by instructors participating in each other's classes; that is, the ESL specialist assists in vocational instruction and the vocational instructor participates in ESL instruction. Besides further assuring that the instruction is relevant it also has other benefits for the staff. The ESL instructor, not previously familiar with the trade being taught, may gain valuable insights into the content of the vocation, while the vocational instructor, by sitting in on ESL classes, has an opportunity to obtain first-hand knowledge of effective language teaching techniques.

A bilingual vocational training approach, as it is described here, differs significantly from approaches often used in other educational programs. In some technical training programs learners acquire skills and knowledge in a variety of subjects, none of which are necessarily related. For example, as part of an auto body repair curriculum of a community college, learners may be expected to take a variety of courses to fulfill the requirements of the program. Each individual course or component of the curriculum has specific objectives and skill competencies which trainees need to master. The subjects are

usually considered separate entities and there is seldom a relationship developed between or among them. The skills developed in a component on welding or metal repairs, for instance, are generally considered specific only to that subject and are not related to other elements of the curriculum.

However, in a bilingual vocational training program, the subjects are related so that all instruction is relevant and directly focused upon those skills trainees need for employment. In a bilingual vocational auto body repair course, for example, the instructors might combine and relate a welding and ESL component. Successfully relating these two components enables the trainees to exit the program with a unified set of vocational and English language skills.

2. How is a Bilingual Vocational Instructional Program Achieved?

A bilingual vocational program, like any successful program, is achieved only through careful, systematic planning. One facet of the planning process which is unique to bilingual vocational education for limited English speakers is the development of the relationship between vocational instruction and English language instruction. The coordination of the two learning components is not by chance but is the result of the time, energy, and effort on the part of the staff to develop the specific relationship.

3. What Minimum Essential Competencies and Skills are Needed by the Program Staff to Plan and Develop an Integrated Program?

A number of competencies and skills are needed by the staff to effectively plan and operate an integrated program. These are discussed below.

a. Vocational Skills

Both the vocational instructor and the ESL instructor need to be highly-skilled in their respective content areas. The vocational instructor should be experienced in the selected occupation in which training is offered and should also be certified or credentialed as the occupation requires. For example, an instructor of a welding

class is an experienced welder and as such is familiar with the skills trainees will need to master in order to obtain employment as welders. The vocational instructor, being a skilled craftsman, is also aware of the English language skills needed to perform a job.

b. English Language Skills

The instructor of English as a Second Language also needs special skills to develop and implement an English language component related to the vocational skill area. This requires knowledge of special methods and techniques appropriate for teaching English to limited English speakers.

c. Bilingual Skills

Since the native language of the learner is used in the training to enable trainees to acquire vocational skills, the vocational instructor should be fluent in English and the language of the learners. In addition to being bilingual, the instructor should be aware of the principles of bilingual education; that is, know how and when to use the language of the learner and when to use English. It is also helpful, although not essential, for the English language instructor to be bilingual. Being fluent in the language of the learners increases the instructor's awareness of such factors as sound or pronunciation differences which might affect the trainee's ability to learn English.

It may not always be possible to obtain skilled instructors who are also bilingual. Even if the instructors are bilingual, individuals from more than one language group may be in one class. In these cases, bilingual specialists, paraprofessionals, or volunteer tutors from the community, who are fluent in English and the language of the learners, may be used to assist instructors and trainees.

d. Job Development/Counseling Skills

Placing trainees in jobs after completion of their training is the ultimate goal of the training program. The training may be excellent and the trainees may be well qualified, but if they cannot be employed

then the program has failed in its purpose. The staff needs skills in job development and counseling in order to ensure that contacts with prospective employers in the selected occupations are initiated and maintained, that occupational training reflects community needs, and that counseling and guidance is available to trainees. Job development and counseling skills are discussed below in more detail.

Job Development

Job development does not refer to making or creating new jobs but rather to identifying and securing actual job commitments for qualified trainees. Developing contacts in local businesses and industries, which may employ individuals upon completion of their training, requires a certain familiarity with the labor market. Placing trainees also requires extensive knowledge of the trainees, of their capabilities, and the specific job skills with which they will be prepared.

Job opportunities for qualified trainees may be identified in a variety of ways. Written materials and brochures may be produced which describe the training program and the community services it provides. Frequently, vocational instructors, through their own community contacts, will have knowledge of potential jobs. Creating a network of contacts in existing vocational training programs so that information concerning jobs and job availability may be shared is another reliable means of assuring that trainees will have jobs.

Counseling

Trainees may need special counseling and guidance to be adequately prepared for employment. Cultural differences, social and psychological problems, and unsatisfactory work habits are factors which may represent additional barriers to employment for limited English speakers. Besides individual counseling, trainees benefit immensely from less formal sessions or workshops which prepare them for the job environment. The emphasis here is placed on such topics as preparing for an interview, practicing a job interview, or completing application forms. In addition to other skills to facilitate the counseling

process, it may be beneficial for a job developer/counselor to be fluent in English and the language of the learners.

4. How is the Program Planned?

Planning, developing, and implementing a bilingual vocational program requires a united team effort on the part of the staff. To train limited English speakers and successfully place them in jobs, all members of the staff and the trainees themselves must be actively involved in the process.

The job developer/counselor and instructors comprise one team as they cooperate to assure that trainees have jobs and are adequately prepared for the jobs. The ESL and vocational skills instructors make up another team as they work together to plan the learning components and the instructional activities. The administrator frequently communicates with the entire staff to assure that the objectives of the program will be met. The one, unspecified member of the team is the trainee who is the focus of all the planning effort. Of all the teams mentioned, the one which may be considered central to bilingual vocational education is the instructional team.

5. How is Bilingual Vocational and Training Curriculum Developed?

Instructors developing a curriculum for a bilingual vocational training program share information and knowledge in their given areas of expertise. The English language specialist may not be familiar with the vocational content, and the vocational instructor may not be knowledgeable about the intricacies of language learning. Working as a team, the instructors through discussion of their respective subjects, will develop both the vocational and English language content of the training. The vocational instructor will become familiar with the English language skills which are taught in conjunction with specific vocational skills. Similarly, the English language specialist will be aware of the appropriate use of vocational terminology and the tools of the trade.

Instructors should develop an appropriate curriculum with consideration given to the entry-level profile of trainees. As instructors work

together to plan a curriculum which will effectively combine the two components, they will be involved in a variety of activities including developing specific performance objectives, determining appropriate content, selecting instructional materials and equipment, and identifying methods and techniques suitable for implementing the curriculum.

a. Objectives

Objectives which trainees master in the curriculum are based upon both the manual and verbal skills needed to demonstrate occupational competence. By specifying the relationship of English to the vocation and the relationship of the vocation to the acquisition of related English skills, instructors combine the skills of the two learning components. Carefully planned and developed objectives guide the instructors in the selection of appropriate content, instructional materials and equipment, and aid in identification of suitable methods and techniques.

b. Appropriate Content

Appropriate content is limited to what trainees need to know and to do in order to master the objectives. As the instructional content is arranged and sequenced to meet the needs of trainees, certain variables may need to be considered. The availability of specific equipment, the frequency with which the trainees use particular skills, and the developmental needs of trainees are some of the factors which may impact upon the organization of the course content.

c. Suitable Instructional Materials and Equipment

Suitable instructional materials and equipment need to be specified for both the instructors' and trainees' use. In bilingual vocational programs, as in most vocational programs, there is no question about the importance of suitable equipment in the training process. However, other materials, especially written instructional materials, may be central to trainees' achievement of the objectives, reinforcing or supportive of it, or merely supplementary to the attainment of the objectives. Because of the relative newness of bilingual vocational training, there is a paucity of existing instructional materials which

utilize both English and other languages. However, many materials do exist either in English or in languages other than English which instructors may adapt for bilingual vocational purposes. To be considered suitable for use in vocational training for limited English speakers instructional materials should at least:

- Relate to program objectives;
- Utilize both English and the language of the learner;
- Provide for individual differences among learners; and
- Be free of sex and cultural biases.

Relate to program objectives.

Appropriate materials, if used properly, assist trainees in acquiring the needed skills. The materials should be based upon a careful analysis of competence, including English language competencies required by the occupation.

Utilize both English and the language of the learner.

The written instructional materials should account for trainees with varying levels of mastery in English. In the beginning of the course, materials in the trainees' native language might be used. As trainees progress through the training and become increasingly familiar with the English language, less and less of the native language should be used.

Provide for individual differences among learners.

To prepare trainees with the needed job skills a variety of materials should be used including written materials, audio visual, and manipulative aids. Such factors as the literacy level of trainees in their native language, the educational background, learning styles, and skills and abilities of trainees will have an impact upon their ability to use the instructional materials. Using a variety of materials in the training program will enhance the learning activities for trainees and further assure that their educational needs are being met.

Be free of sex and cultural biases.

The materials should be acceptable to the trainees' culture. It is difficult, however, for people to describe their own culture fully, let alone accurately interpret another culture. One strategy for addressing the need for cultural acceptability, therefore, might be to involve members of the community in the process of selecting the materials. Finally, materials should also be consistent with adult learning concepts and be free of sex bias.

d. Appropriate Methods and Techniques

The instructional methods selected should actively involve trainees in the learning process and provide ample opportunities to practice the new skills. With a variety of methodologies to draw upon, an instructor can choose those which are most compatible with the trainees' culture and learning style. Trainees may need to be involved in a supportive, protective environment. Hands-on, demonstration, and other experimental techniques such as games and role playing are a few of the many techniques appropriate for limited English speakers.

Chapter II, "Adapting English to Vocational Instruction," provides more information on developing appropriate materials for bilingual vocational training.

e. Staff Development

Orientation sessions and preservice training activities may be important ingredients in the success of the program. Orientation sessions provide valuable opportunities for acquainting the staff with one another and for developing the team approach which is basic to the success of the program. Other features unique to bilingual vocational education such as appropriate techniques for interviewing and screening limited English speaking applicants or effective use of paraprofessionals and tutors might be worthwhile topics for discussion.

6. When Does Planning Take Place?

a. Planning for the Implementation of the Program

Critical to the success of any program is sufficient time to organize and consider all training aspects prior to implementation of the program. The amount of time administrators allow will, of course, vary according to the program and what is needed.

An important feature of planning for bilingual vocational education is to provide sufficient time for instructors to plan the learning components before the start up of the program. Instructors need to analyze the job requirements considering both the vocational skills and the English language skills essential to performing the job. These skills which provide the content of the vocational and English language components are combined and related in such a way that meaningful instruction is provided.

b. Planning During the Program

Instructors need to meet on a daily basis to assure that the instructional components are synchronized. Instructors, meeting on a regular basis, will guarantee that the vocational and ESL components are related.

Regular meetings of the staff are also necessary to share information, to discuss trainees' progress, to plan for field experiences, and to secure job commitments for trainees.

Instructors and trainees are involved in yet another kind of planning. They informally plan together every day as trainees master specific skills and progress toward mastery of all the learning tasks. However, regularly scheduled meetings may provide opportunities for instructors and trainees to assess and discuss trainees' performance, to share difficulties trainees may be encountering, and to plan for trainees' future in the English speaking world of work.

c. Scheduling the Program

Efficient allocation of time and scheduling of personnel is an important factor in the success of any program. Such elements as scheduling personnel and the location of the classes are very important in bilingual vocational training. In scheduling specific classes, administrators may also want to consider the actual schedule trainees might have on the job. Food service workers, for example, may work primarily in the evening or on weekends. Thus, a program to prepare trainees for employment in this area would be scheduled accordingly.

Tools and materials may be used in the ESL component to demonstrate vocational vocabulary and terminology as well as in the vocational component. As in all vocational classes the training shop or lab simulates the actual environment in which the trainees will be expected to work. In the case of bilingual vocational programs, signs normally located in a shop, such as safety precautions, should be both in English and in the language of the learners. The classrooms, shops, or labs should have adequate space for instruction in both skill areas.

d. Scheduling Personnel

The primary difference between scheduling instructors in bilingual vocational programs and in other vocational programs is that the vocational and ESL instructor should be scheduled together during class periods. That is, the vocational instructor should be scheduled to participate in the ESL component and the ESL instructor should be scheduled to participate in the vocational component. Scheduling of instructional staff together within learning periods enables them to provide moment-by-moment input and assistance in the instructional periods. The ESL specialist may assist the vocational instructor in the systematic presentation of the English vocabulary of the job and with helpful drills. The vocational instructors, by participating in the ESL class, will have an opportunity to become familiar with ESL teaching techniques which were probably previously unfamiliar to him/her.

Successful programs have utilized the services of volunteers in a variety of ways. In one program, individuals were specially trained in techniques of pattern practice drills. Referred to as "drill masters," these volunteers provided valuable assistance by engaging trainers in helpful dialogues, conversations, and drills in English. The use of community volunteers may provide valuable assistance in establishing a schedule that permits coordinated class visitation and direct participation by instructors.

C. Effective Implementation of the Program

1. Delivery of Training

Many participants in a program of this kind may have had little prior success in educational experiences. This, coupled with day-to-day life situations beset with difficulties, means that trainees may view the new learning experiences with apprehension. For this reason, instructors try to create a positive learning environment which encourages trainees to experiment with new behavior. Instructors also support and reinforce trainees' efforts to practice the new skills to the extent necessary for mastery.

Individualized instruction, small groups, and hands-on experiences are only a few of the methods and techniques utilized in the training to enable learners to acquire the needed skills. The instructional strategies and methods are based on actively involving trainees in the learning process.

Instructors may find they frequently adopt the role of supervisor in the work situation. Competence on the job is important but other factors such as attendance, punctuality, work habits, appearance, and motivation are also important elements of successful performance. In a welding shop, for example, the instructor may assume the role of a foreman as the trainees' performance is actually assessed and evaluated on the job.

Formal evaluation and monitoring of trainees' progress may not always be appropriate. Instructors may find an informal method such as observation much more effective. The trainees should be actively involved in the

assessment process, discussing with the instructors their progress in the course and their future, especially in terms of adequate preparation for the job.

2. Managing the Program

Administrators need to develop a system for keeping accurate records of the program. In addition to information collected and documented in the course of a project, administrators will also want to maintain followup data on trainees. Information on employment, such as where the trainee was placed and the kind of job obtained, will be of importance in evaluating the success of the program.

Evaluation, as is discussed in Chapter III, is also an important aspect of the management of the project. As such, this information should be shared with the staff so that necessary adjustments may be made in the program.

In order to plan a successful bilingual vocational training program, the following procedures are recommended. Recognizing that administrators differ in their approach to planning a program the method is not intended to be prescriptive but rather to suggest a logical approach which might be followed.

- Identify the need for training;
- Establish community links;
- Establish program objectives;
- Specify evaluation methods;
- Obtain sufficient funding;
- Identify adequate facilities and equipment;
- Identify competent personnel;
- Create an appropriate curriculum;
- Allocate time and schedule personnel;
- Develop a management plan; and
- Implement the program.

Chapter II

Adapting English to Vocational Instruction

CHAPTER II

ADAPTING ENGLISH TO VOCATIONAL INSTRUCTION

Knowing the language and knowing about it
are two entirely different things.

- Michael West

A. Introduction: Making ESL Relevant to the Vocation

Adapting English to vocational instruction is first and foremost a matter of making the course content, the materials, the methods, and the results relevant to the job for which the learner is being prepared. Adequate performance on the job has been the primary objective over the years for industrial or vocational education. This is of special importance in bilingual vocational instruction since the future economic livelihood of the trainees depends to a large measure on their success in mastering needed skills. But, persons of limited English speaking ability need more than occupational skill training in order to succeed on the job. For this reason, bilingual vocational instruction must provide job-specific English which is relevant to the vocation. Thus, bilingual vocational instruction includes both skill training and the added component of English as a Second Language (ESL) geared to a core vocabulary that is job specific.

1. Relevance: Making ESL Appropriate for the Trainees

A course is relevant to the extent that it is appropriate to the target group being trained. When considering the appropriateness of materials and methods, it appears obvious that one must be aware of the basic differences between adults and children; between those who have had extensive education and those who have had only minimal amounts of schooling; between those who are highly literate and those who can't read in their own language; and between those with predominantly rural backgrounds and those from highly-sophisticated urban areas.

However, what is not so obvious is the need to consider the basic, underlying cultural patterns of the various learners in the program and ways in which these may differ from those in an American context. What may be considered appropriate behavior in another culture may be considered

unacceptable here; and what may be observed by trainees of American behavioral patterns in the United States may be perceived through the "screen" of understanding as strange or even unacceptable behavior. Such contrasts between culturally-oriented behavior and perception within a work context may include some of the following:

View of Time

Many cultures around the world have different perceptions of the importance of time schedules, what it means to "be on time," and the importance of cutting time down into very small elements of minutes and even seconds. What to Americans may be treated as a matter of "responsibility," "real motivation" and even "honesty" in "doing a day's work for a day's pay" may be seen by someone from another culture as nit-picking, a separation of the quality of working life from the job performance and more concern for the schedule than for the worker.

View of Workers and Relationship With Supervisors and Peers

Whereas it is considered appropriate behavior in some cultures for a student to ask questions of a teacher -- as in the United States -- and even disagree, in other cultures such behavior would not only not be permitted, but those who did such might be considered disrespectful, crude, or without good manners. In some cultures the "pecking order" is so well established that an instructor, not knowing this, might easily and unknowingly make it difficult for some students to respond. Their losing face in front of other countrymates might make responding a very threatening procedure. There are also taboo subjects which may seem casual and unimportant to an American but which may have severe ramifications in another country. This might be true when someone asks about one's relatives, the father or mother.

View of Work With the Hands Contrasted With Understanding

In some cultures it is considered sufficient to know about certain job skills without actually learning and mastering those "hands-on" skills. Without recognizing the loathing that certain kinds of jobs might suggest within some cultures, the avoidance behavior of some participants concerning certain tasks might be totally misunderstood.

View of Self

In some cultures it is necessary to deprecate oneself and to present an appearance of humility at all times. It appears necessary that some apologize for what may be great knowledge, wisdom, or insight. Some may preface a question by saying, "May I ask a stupid question?" The perception and response of an American may simply be, "If it is stupid, don't ask." Perceptions of such

cultural patterns of personal humility may be totally misunderstood. And in a similar way, certain other cultures may find it difficult to perceive as genuine or real behavior in which the speaker keeps referring to oneself -- a kind of national narcissism. Some may apologize for everything and appear too polite.

View of Neatness

Cultures differ greatly on the amount of neatness required in any one given situation. Putting tools back in a regular place, sweeping the floor, or cleaning up may for one culture appear to be overdoing it, while for another culture may not be strict enough.

Initiative

In some cultures it would be strange for a teacher to do so much as to lift a chair or move something. The instructor might easily lose face in such a situation. Whereas in still other cultures, once an individual has become a student, a new plateau of respectability has been reached in which no one would expect one to do work (i.e., manual labor).

An understanding of basic cultural values, priorities, prejudices, interests, and habits will help not only in placing a participant within an appropriate job-skill category of training, but will help make the training itself, the materials, and the methods used more appropriate for the learner.

In some cases, actual training approaches can be modified so that cultural differences will not be so striking that attention may be diverted from the learning tasks at hand. Further, certain kinds of practices which differ from the acceptable behavior of some trainees may then be introduced slowly and systematically without causing too much personal discomfort. For example, for those trainees that have a different sense of time, "punctuality," and meeting time commitments, the trainers could be somewhat lax about demanding promptness until the trainees felt comfortable in other ways. The concept of the American's sensitivity to time and punctuality could then be introduced a little each day until the trainees came to understand the importance of this behavior. Toward the end of the training, the introduction of time clocks, punching in, and interpreting schedules strictly could be demanded of the trainees and compliance to the new cultural pattern could be expected. By then, the

trainees would not only understand that this is the normal expected behavior of workers in most businesses and industry but they will have the opportunity on their field trips and visits to see such behavior actually taking place in offices and places of work.

2. Relevance: Achieving Efficiency Through Interaction and Coordination

A bilingual vocational training program is one in which every minute counts. This means that activities in the ESL class should help the trainees learn job-specific English needed in their vocational classes. Both ESL and vocational instructors work together in a powerful, interactive and coordinated learning program aimed at achieving optimum results. This part describes this "interaction" and how it might be achieved.

a. Efficiency in Analysis and Curriculum Preparation

Learning English actually used on the job is one of the goals in a bilingual vocational training program. How can we establish the essential vocabulary for this purpose? A study of the vocational textbooks or workbooks, when such exist, might be a good place to start to look at the English demanded by the job. A better way, and one that would be much more relevant, would be to visit an actual job site and discover what English is being used on the job. Recordings could be made of verbal interaction between workers, between workers and supervisors, between workers and clients and any other relevant job situations. Videotaping has been used for this purpose with considerable success. Once the core vocabulary has been established, the instructors must incorporate it into their lesson planning and training courses to make the instruction relevant.

b. Efficiency in Selection of Course Content

There also needs to be self-imposed discipline for the teacher. In a limited time frame a participant cannot learn everything. One must include within the course only the essentials and must limit the pronunciation, patterns, and vocabulary to those specific items which the learner will need in order to perform effectively the tasks of

the new vocation. It follows, therefore, that the prescription of the content of English classes does not depend upon some theoretical analysis of the English language, but upon the demands of the vocational skills. It is an absolute necessity that the ESL teacher communicates with the source of such information -- the vocational and skills instructors. Even if interaction were not essential from a learning and teaching point of view, cooperation between the two staffs is essential for the planning of the ESL course content. In this sense, English is a supporting vehicle for the vocational instruction.

This close relationship between English and job skills demands a coordinated approach from the first. It is this coordination which necessitates the development of adaptation processes in which two rather discrete streams of learning are to be mixed, joined, and united to create a relevant instructional course. Yet, the two streams, though joined, are still kept separate and identifiable. It is this interaction between the two that necessitates special approaches and procedures.

B. Tasks of Mastering English

In the process of mastering English and job skills there are several separate but related tasks:

- The task of the learner is to make the English patterns and structures, the pronunciation, and the vocabulary automatic habits;
- The task of the instructors is to provide learning experiences that enhance the learning by the trainees; and
- The task of the administrators is to provide facilities, materials, and other resources to aid the learning and teaching processes.

Common to the above is the word "learning" and its counterpart, the word "mastery." Understanding these is important before attempting to provide

the specific strategies for adaptation and coordination since the underlying purpose of these strategies is to augment and enhance the mastery process.

In the final analysis, learning and mastery are the work of the learner. There has yet to be devised a foolproof method of equipping any learner with information and skills. It is the active, personal acquisition of the skills that rests with the learner. Teachers and administrators can only provide some of the means to support the learner.

Since the task of the learner is basically one of mastery, the methods used, materials provided, and the experiences encouraged should lead directly to this mastery. One of the main reasons why "academic" approaches to English are of such little benefit in bilingual vocational programs is that they are often geared to learning about English, not mastering it. The goal of mastery ensures a very special type of strategy needed.

C. Oral Approach to Mastery of English

It may be necessary for some of the participants to read a certain amount of English in the performance of their jobs. However, the nature of this program is primarily oral, the mastery of speech and language as a communication system. Even if the goal were to help the learner read, the approach taken would be an "oral approach."

Being committed to an oral approach does not mean that printed material will not be used when necessary. What it does mean is that the classes will be conducted orally, practices will include conversations and drills which provide for pronunciation, structures, and vocabulary all at the same time. The oral approach permits coordination and the adaptation of English to vocational skills in the most efficient way possible.

It must not be forgotten that English is essential in a large number of jobs, such as secretarial work, medical and other types of receptionist work, telephone switchboard operation and the like. Some jobs demand a rather highly-sophisticated knowledge of English; other jobs demand only a very minimum of performance ability in English. The planner and curriculum designer must have a firm grasp of the relationship between the use of

English as it is needed in mastering vocational skills and the use of English as a job skill itself. This understanding is needed in order to consider the methods and strategies to be used when planning the curriculum.

Understanding ESL and its relationship to the job to be performed by the trainees will provide the needed basis for coordinating the ESL and the vocational skills. This coordination implies a view of the components having the following priorities:

PRIORITY ONE:	Mastery of job skills	This is a vocational course.
PRIORITY TWO:	Mastery of ESL	Trainees will work in an English speaking environment.
PRIORITY THREE:	Use of Trainees' native language only to teach difficult concepts	This is a bilingual vocational course.

The implication of these priorities is that ESL must be adapted to the vocational component. Furthermore, the use of the learners' language should be used to support both the vocational and the ESL instruction.

It is, therefore, the major purpose of this chapter to explore and make suggestions as to the adapting of ESL to the vocational component of bilingual vocational instruction.

D. Strategies in Adapting ESL to Vocational Skills

The adaptation process involves sequencing and coordinating. Sequencing involves the ordering of learning tasks of both the vocation and the English elements; coordinating involves the ways in which the two sequences touch, overlap, and merge together.

Adaptation strategies must be included in the early planning and organizational meetings as well as being a dynamic ongoing process throughout the instruction. In the planning meetings decisions are made as to the manner in which English should be adapted to the vocational components. During the training program these strategies are not only implemented, but are modified as needed to attain maximum success.

The following outline lists nine steps in the adaptation planning process.

Step One: Specify the Vocational Terms, Expressions and Words Needed

A list must be discovered or created that will provide the planner with the essential vocabulary which must be mastered for the job. This can be placed on charts or indexed in a number of ways. From an English perspective the list will provide job-specific English that must be mastered by the end of the course. Some of the items on that list, however, may be of little importance. It will be necessary, therefore, to go through the list carefully and decide which words, terms, and expressions are essential and must be mastered, which must only be recognized, and which may be eliminated.

In a well-sequenced bilingual vocational course, the units within the course as developed by the teacher may well list the important vocabulary included in that unit. Often, when tools or instruments are essential to that unit, they may be listed along with pictures. However, where such kinds of materials do not exist, it will be essential to have the ESL teacher and the vocational instructor create such lists.

By the time Step One is finished, the staff should have a set of materials -- a list of vocabulary related to the vocational course.

Step Two: Specify Job Skills and Tasks Demanded for the Job

Almost all acceptable vocational texts will include descriptions of performance objectives essential to the mastery of the job. These texts should include sets of these tasks sequenced for learning throughout the course. These job skills will be the counterpart of the kinds of vocabulary lists provided in Step One above. The order of the steps of the planning process is not as important as is the gathering together of the type of lists described here.

The planner will now have two important elements in the planning process: a list of essential job-related vocabulary and a list of job skills.

Step Three: List All of the Essential Elements of English to be Learned in the Course

Using a list of structures and related words available in standard English as a Second Language (ESL) texts or provided by the ESL teacher, specify those elements of English that you have determined are essential for performing the job.

When you have completed these three steps you will have data concerning the job skills, the general English communication skills and job-specific vocabulary. These three sets of data and information provide the curricula planners with the substance of the course, the specifications for cognitive and motor (or psychomotor) skills to be mastered, the description of what the learners will have learned by the end of the course if they have been successful and have become sufficiently prepared to perform in their new vocation, and the "corpus" from which initial entry-level participant profiles, progress reports, and final exit profile forms may be constructed.

Once these sets of data are in hand, the planners may then begin to create a single, unified course.

Step Four: Combine the Essentials of English with the Job Skills

Two kinds of considerations are necessary to coordinate the elements of English with the vocabulary of the job skills. The first is the sequencing of materials; the other is determining the kinds of combinations that would be most effective.

Sequencing

As has been suggested above, vocational courses and their materials are generally already sequenced for optimum learning experiences. It may be necessary, because of the nature of the learners, that a number of changes be made in the sequence. However, for the most part, that which concerns the planners for these courses is the sequence that should be created for ESL.

In general, most sequencing of English as a Second Language has followed a rather conventional approach which may be described as "going from the simple to the complex." Such an approach results in courses beginning with short sentences and usually the so-called verb "to be."

In such courses the order of learning elements follows a sequence similar to the following:

Simple sentences. . . . . (Later - compound sentences)
Present . . . . . (Later - past, future and complex time)
Short sentences . . . . . (Later - a bit longer sentences)
Use of BE, DO . . . . . (Later - a few simple verbs)

This approach has been followed since it has proven successful in many ESL courses and represents this "simple-to-complex" theory.

The question raised is, "Is there another sequence which would be more appropriate?" The answer is, "Of course!"

If one uses the vocational task analysis as the starting point, then a very different order of patterns and structures will emerge. At times the structures being presented may be very complex indeed; at others, they may be short and rather simple expressions. But, whether short or long, simple or complex, the structures follow the vocational content rather than the other way around. What may appear to be lost is a logical grammatical presentation; what will be gained is relevance, motivation, and a relaxed approach for planners.

Having the ESL teacher respond to the demands of the vocation does not detract from the need to help trainees master English patterns. Memorized sentences or fragments of expressions will not give the learner any real control of the language. Sentences learned in conjunction with a job-skill unit must also be treated as "patterns." The very nature of pattern-learning implies the development of the ability to make many sentences using one "pattern" as a model. Once the parts of a pattern are known and practices and have become automatic habits, new words can be substituted

and rearranged to form many new sentences and expressions. By this means the trainee will gain an ever-expanding control over the ability to produce many expressions and sentences.

Combining

If one were to listen and observe workers performing the skills of their occupation, one would conclude that the relationship of English and the vocational aspects of the job were complete ...a kind of totally homogenized mixture. What constitutes this relationship? What proportion of the total language utilized may be ascribed to ESL and which to the vocation?

While listening to the workers talking together about their work, the ESL instructor can identify English pronunciation, English grammatical structures, English function words, and English patterns.

At the same time, the vocational instructor would identify job-related vocabulary and expressions used in the vocational occupation. Each instructor perceives the workers from his or her own focus. Both would be correct. In effect, communication and interaction on a job consist of both vocational performance and English proficiency skills. The difference may be best seen as a matter of focus. During the instructional program, the ESL teacher focuses on the English skills and the vocational instructor focuses on the job skills. The intent of a well-planned bilingual vocational training program is to coordinate the instruction so that the ESL classes and the vocational training complement each other.

In planning a bilingual vocational program, therefore, it is not only necessary to begin at the end, with the performance of workers plying their trade in an English speaking environment, but it is necessary to describe how, at the beginning of the course -- the planning stage -- ways could be devised to achieve this total combination from the ESL elements and from a clear description of the performance skills needed. What are those elements that are to be combined? What is the recipe for creating an instructional program which will result in that balanced relationship at the end of the road? Four separate but related ingredients need to be considered in the planning stage:

- Context. The English speaking environment is an ESL description of the job site. Actually, it is also a "skill performance environment" as well. The ESL class is, by definition, an English speaking environment. It is essential, therefore, to create within the ESL class the "job environment" and to create within the vocational instruction class, lab, or shop, an "English speaking environment."

  Creating a job environment may be as simple as having posters or pictures of individuals at work in various phases of the vocation which could be used for ESL drills and discussions about the skills being pictured, or it could be as complex as having some equipment or tools of the trade displayed which could be used in role plays, simulated activities and other related exercises focusing on English.

  Creating the ESL environment in the vocational classes could include having English labels on various pieces of equipment or tools and the use, by the vocational instructor, of those English patterns and drills being practiced at any given time in the ESL classes. Thus, the use of the vocabulary and the structures in the vocational class would reinforce the English being learned in the ESL classes.

- Content. The English instructor will be responsible for providing the learners with English practice in the job-related vocabulary as well as the fundamentals of English. It is essential, therefore, that the ESL teacher knows what is being demanded by the job performance on any given day and to present, practice and reinforce such verbal usage. Likewise, however, the vocational teacher needs to be aware of the English structures being practiced and be able to reinforce them in the vocational shop.

- Resource Materials. As primarily an oral program, the emphasis in bilingual vocational training is on speech and understanding. Yet, materials may be used and they, too, should reflect the bilingual vocational approach. That is, they may make use of the language of the learner; they will emphasize job-specific vocabulary and provide sufficient drill and practice in ESL using limited and essential

English vocabulary and structures. Materials may include books, manuals, workbooks, films, filmstrips, pictures, and a variety of exercise sheets and wall charts. Since there is a paucity of bilingual vocational materials, what is available will have to be adapted for use in the classroom. This means the teacher will in some cases have to cut and paste materials used for other purposes, i.e., general ESL and vocational texts which were not written for adult bilingual vocational texts which were not written for adult bilingual vocational instruction. Teachers will have to create drills and exercises that are specifically for use in bilingual vocational instruction. The sequence of the adapted materials will also have to be arranged so as to follow the curriculum for the bilingual vocational course.

- Staff. It is anticipated that in most bilingual vocational training programs each of the staff members will have varying training, experience, and expertise. The ESL teacher -- a specialist in teaching English to those of limited English proficiency -- will probably not be a specialist in the job skills being taught. Likewise, the vocational teacher -- a specialist in the job skills for which the trainees are being prepared -- will probably not have taught ESL. Other staff may have their own specialty but not be experienced in either ESL or the vocation. Staff may include job developers, counselors, and other support staff. Since it has been advocated that the most efficient and effective program is a coordinated one, the staff, too, must share their knowledge, skills, and expertise. To the extent that the ESL teacher can come to understand the vocational skills and the problems associated with the mastering of these skills, the more likely it will be that the ESL class will be relevant to the whole training. In a similar way, the ESL teacher can share expertise with the vocational teacher and in this way provide the trainees with a more consistent and relevant learning experience. Sharing interests, abilities, information, methods, and skills will enrich the staff and greatly benefit the trainees.

Step Five: Define the Strategies to be Followed

Two separate but related strategies must be defined in order to achieve the goals of the bilingual program. These are:

- Total program planning; and
- Provision for flexible response to immediate needs of trainees.

1. Total Program Planning

Prior to starting a bilingual vocational training program, a total program plan should be completed. Such planning takes time and, therefore, planning should commence as early as possible to provide sufficient lead time for planning every detail of the curriculum. Time spent on planning before the course begins will help ensure more relevant coordination of ESL and vocational components. Thus, less time will be needed during the course to revise and create makeshift approaches.

Planning is the defining and developing of the total course content, sequencing it, relating the ESL content to the vocational skills component, developing materials which reinforce the vocational vocabulary in the ESL units, making sure that the materials are introduced at the right time, and specifying ways to measure daily and weekly progress throughout the length of the course.

A well-planned course will outline in detail daily schedules, information and skills to be introduced, content to be mastered, and items to be practiced and reinforced. Although each teacher is responsible for daily lesson plans, pre-course planning would help the teachers preview each unit or module of instruction, anticipate how each teacher might help the other and find ways to aid each other in making the learning relevant and effective.

Such pre-course planning, however, does not remove the need for teachers to meet daily to check on progress, determine the content covered in the unit, check to see if schedules are being met, and provide for any adjustment necessary. In order to guarantee successful mastery of the course objectives by the end of a given time period, the planning must include careful timing. If the actual instruction runs behind schedule, daily progress meetings will help each teacher revise the approach and speed up when possible.

Finally, pre-course planning makes provision for constant assessment of progress -- both that of the trainees moving toward learning objectives and the teachers in meeting their teaching objectives. The plan should

specify short feedback measuring devices which would assure both the learner and the staff that a specific lesson had in fact been mastered. In this way constant review of progress can be made, revision of approach and timing can be initiated if necessary, and both the trainees and the teachers will experience satisfaction in knowing the extent of progress being achieved. Students could follow progress on a big classroom wall chart or in the trainee's personal notebook.

2. Provision for Flexible Response to Immediate Needs of Trainees

Pre-planning can become so structured and rigid that no latitude is given to special needs as they arise during a given class. Plans must not be followed mechanically, no matter how well thought out and adequate they appear. The training staff must always remain responsive to the needs of the trainees, variations in learning capacity and speed of mastery, various individual and cultural differences among the trainees, and changes in attitude which can be caused by the instructional environment and a host of other factors.

Flexibility can be built into the design of the plan by specifying certain pattern drills or exercises that can be omitted, revised, or substituted for other kinds of exercises. Even though the specific lesson is learned, the method, approach, technique, or materials used can be varied by each instructor.

Further, flexibility can be achieved as each teacher responds to the needs of trainees. In this way, not only can the planned curriculum be followed, but the instructor can always stop when necessary to be sure that the trainees understand the concept by using the trainees' own language. There is no program which needs both planning and flexibility as much as a bilingual vocational instructional course.

The team approach to bilingual vocational training suggests that the ESL teacher spend time in the job training sessions. As an observer, the ESL teacher may note problems of pronunciation of some of the vocational vocabulary being used in the job training. Similarly, the ESL teacher may detect that certain meanings or grammatical structures

are causing some of the trainees difficulties. This information will be useful during curriculum planning where the teachers jointly discuss problems that have been observed. Such problems can then be dealt with in the appropriate class. The ESL teacher can reinforce the learning that takes place in the vocational class and help especially with pronunciation and grammatical problems. The vocational teacher can spend more time on certain difficult job-related concepts. In this way, the instructors are sensitive and responsive to the individual's needs.

Vocational instruction is, to the extent possible, individualized so that the trainee can proceed through the course at his or her own pace. This means that some trainees may be studying one portion of the job while another group may be studying a different portion. This provides ample time for the ESL teacher to move from individual to individual, from group to group to help as needed. The use of a teacher's aide can help the instructor provide individualized instruction.

In order to be effective in individualized instruction, it is necessary that the ESL teacher be well trained to handle and respond to the needs of the trainees as they arise. Further, it is essential that the ESL teacher be able to work closely with the other members of the training team. Only in working closely as a team will it be possible to coordinate efforts and respond adequately to the needs of the trainees as they arise. Thus, it is necessary that the ESL teacher be well trained to handle and respond to such at-the-moment needs, and be able to work closely with the other members of the training team so that everyone will feel very comfortable. Only in working together with other instructors will the English teachers be able to respond immediately to the needs as they exist. The ESL teacher recognizes an opportunity to help lead the student to mastery and proceeds immediately to do some exercise designed to focus on that element.

Thus, we have two foci: one is content-oriented planning, the other is reactive and responsive flexibility to meet the needs of the student. The instructional staff add content, techniques, materials, and resources to the plan. One without the other may be too rigid and structured; the

other by itself may be too spontaneous and never lead to the stated program goals. An excellent program is one in which these two facets of planning are kept in harmonious and coordinated relationships.

Step Six: Develop Teaching Techniques Which Best Implement the Strategies Decided Upon for the Course

Teaching techniques are needed which ensure achieving the results specified for the learners within the bilingual vocational course. Over the years, vocational instructors have devised a number of different techniques and approaches that have helped students and trainees master job skills. Similarly, ESL teachers have been especially successful in helping adult learners master the communication system of English. Together, the combination of these techniques will provide the instructing staff of a bilingual vocational course with an ample repertoire of skills, methods, and techniques.

In addition to these, a number of alternative approaches may be helpful and certain emphases may be suggested to supplement already excellent techniques. This step suggests some of these.

1. Bilingual Vocational Instruction

The bilingual approach has been adopted for adult vocational courses for limited English speakers as a very efficient means of communicating essential information and instructions, procedures and explanations and meanings in the shortest time possible to those who need to finish their vocational course quickly and enter the world of work.

Since it is more efficient to think directly in one language rather than having to stop and translate each and every word, phrase and sentence, the term "bilingual" does not mean mixing the two languages together constantly nor producing a learner who knows both languages equally well at the end of the course. Rather, it refers to the use of the native language during the vocational instruction to assist in the mastering of a difficult vocational concept. Bilingual vocational instruction involves the use of two languages. The challenge for the instructors is to use the learner's language to alleviate frustration and enhance the learning of the job skills. At the same time the instructor will

not destroy the motivation of the learners in using English. It is easier, when having difficulty in trying to use English, for the student to lapse back into one's own native language. The effort to communicate in English is tremendous. One literally gets tired trying to use English. The temptation is always, when given a choice, to rely upon the safe language. It is essential that the staff of a bilingual vocational program be sensitive to the problems of second language learning. The teacher who is sensitive to the problems of language learning will know when to use the students' native language.

After an explanation is given in their native language, the teacher should reinforce the learning in English. Reward them by giving special attention, verbal kudos and approval when they make the great effort of using English! In this way, the pattern of using English at all times will be rewarded until they finally feel comfortable about English. At the same time they need never feel so uncomfortable that they can't solve an emergency by using their own language.

Since more time will be used in the native language during the beginning period of the course, it is helpful to establish these boundaries and then extend them as more and more use of English is required. By the end of the course, it will be more rare to use the native language and more comfortable for everyone to use English during and after the classes.

2. Individualized Instruction

Since students may enter the program with different degrees of English competence, it would not be possible to have a single track teaching program. In addition, some of the learners who may begin with little or no English may quickly pass by others who have already learned some English. Both in terms of their present state of ability and their rate of learning the program must make provision for individual differences.

Unfortunately, a rigidly structured course will not allow for this individuality. The speed of study and assimilation must allow for

individual differences. A self-paced approach by the student may assure mastery of skills since sufficient time will be provided until the unit of study has been learned by the trainee. The use of tape recorders, videotape, self-instructional booklets and materials written for individualized instruction, small group sessions and individualized attention by the instructor will permit each learner to proceed at her or his own pace.

An individualized approach does not prevent the instructor from using a total group approach. When the subject demands an instructor's input, the whole group may gather together to listen and participate. Many English drills and explanations are applicable to full group sessions. Problems of individual mastery, however, may best be handled through small groups. At times, there may be the need for total group participation when introducing some new vocabulary or demonstrating in English some new vocational skill. At other times, a small group might be formed which will work only on certain English patterns that another group has already mastered. This suggests a class with extreme flexibility and instructors who are adaptable and very capable of working in an unstructured environment while at the same time maintaining an ongoing movement toward the objectives of the course.

3. Peer Group Learning

Because trainees enter with different levels of ability in English and differ in the rate of learning English, any group of students will have those who know more and those who know less than others. With the encouragement of the instructors, it is very possible that those who know more can in fact help those who know less.

In actual practice, this has worked out well. When it is determined that one student has mastered some pattern or set of words, that person can be given special recognition and made a group leader for that particular unit of learning. To avoid personality or role conflict, it works best if such leadership is assumed by different trainees from time to time. Some of the students who know very little when they

arrive may master some structure very quickly. They can then be used as a group leader only for that one unit.

Such peer group learning permits individual pacing and individual development. Along with an individual helping a group, personal one-on-one tutoring can also take place with "buddies" studying together and working out their own deficiencies. Peer counseling and help in mastering English enhances the learning that takes place and frees the instructor to work more intensely with some who need special help.

4. Other Learning Experiences

The above drills presume a kind of classroom atmosphere where time can be spent practicing, drilling, memorizing, manipulating and using structures and vocabulary apart from actual job performance. In addition there are a number of experiences which are not necessarily unique in vocational work, but must be suggested as alternatives to the classroom approach. These include such experiences as on-the-job training (OJT) during which the trainee performs the work whether for pay or as a volunteer or even as an apprentice. The unique part of these experiences is to have the ESL teacher there with the trainees to reinforce those experiences in English.

In addition, the trainees can take field trips under the guidance of the instructors. Visits to numerous job sites would be helpful. Liaison with the community would pave the way for such visits.

5. Role Play Training in Class

Visits to job sites and actual work on the job as part of training are important kinds of learning. Yet, such experiences are not always the most satisfactory. Visitors or trainees may interrupt the work or distract other workers. There is no time in an actual job situation to stop the work to explain what is going on.

For this reason, simulating the job environment is done in training programs by providing the same kind of equipment and materials to be found

on the job. In addition, role playing can provide a close approximation to the actual functions on the job. In the early part of the course the instructors can perform a "role pay" as two workers or a worker and a client, or supervisor and worker. The trainees can observe, then practice dialogs and finally assume the role taken by the instructors, first one part and then another. Finally, two trainees can practice different roles together. In addition, because of the nature of role playing, roles can be reversed permitting the trainee to identify with numerous roles and practice the English of each one.

Such role playing can also be used when helping the trainee -- toward the end of the course -- practice interviewing with a potential employer. Role plays can utilize prepared dialogs and be memorized or prompted by the trainer until the English feels comfortable to the trainee. Toward the middle of the course when the trainees have more competence, fewer and fewer prepared dialogs will be necessary and more freedom can be given to play the role in an impromptu fashion.

The imaginative teacher can think of hundreds of variations on such approaches. These are extensions of normal ESL drills into the world of work. The point which has been stressed in this chapter is that the drills should be relevant.

Step Seven: Select Materials

The lack of suitable instructional materials for bilingual vocational programs makes it essential for the teacher to prepare materials or adapt already existing materials. Vocational courses are usually accompanied by the necessary equipment but lab manuals and texts will need to be augmented or revised. In a similar fashion, ESL materials must be adapted to the specific purposes and objectives of the bilingual vocational instruction. Instructional technology, however, is usually available and provides the trainers with a wealth of approaches which can enhance the training. These might include tape recorders, videotape, film strips, films, pictures, charts and other graphic displays. Most important of these teaching aids are those that can be used in the hands of the trainees as well as by the instructors. This satisfies the need for involvement,

participation and increases motivation. Such equipment can supplement the training by the instructor and be used for individualized and self-directed learning.

Step Eight: Design and Implement Procedures for Establishing Strategies for Documenting Learners' Progress

Planners and administrators need to know how well the program is succeeding in meeting the planned objectives; the teachers need to know how well they are doing in helping the trainees achieve their learning objectives; and, finally, the learners themselves need to know whether they are making progress in accomplishing their objectives.

Administrators, planners, instructional staff, and learners need to chart daily, weekly, and monthly progress. Progress is rewarding and motivating. Awareness on the part of the teacher regarding lack of progress provides strong warnings that something needs to be changed, improved, or corrected. Positive feedback is better than no feedback or negative feedback. How progress is determined in a bilingual vocational training program is discussed in Chapter III. This section focuses upon documenting the progress that learners are making in their English as they train for their vocation.

In order to determine learners' progress, it is necessary to document:

- The learners' knowledge and skills upon entering the program;
- The minimal level of acceptable performance needed by the end of the program; and
- Progress being made by the learners during the course.

In order to document these, it is helpful to have as part of the learners' files:

- A Learner's Entry Profile Form;
- Progress Report Form; and
- A Learner's Exit Profile Form.

Both the Entry Profile Form and the Exit Profile Form can be the same. Since the instructors and the learners will be interested in determining

whether learning objectives have been achieved, they will want to compare the entry profile and the exit profile. One form could be used for each.

Such entry profiles can serve as a base for determining progress throughout the course. A special form can be created to point out progress being made in moving from entry-level proficiency to final exit-level proficiency.

Step Nine: Provide All of the Assistance Possible to Ensure that the Trainees Find Adequate Employment to Use Their New Language and Vocational Skills

Once it has been determined that the trainee has reached the acceptable level of performance in the skills of the vocation and the language demanded by that vocation, the instructor should work together with the trainee and do everything possible to pave the way for successful interviews, job offers and, finally, job acceptance.

Followup machinery must be established for maintaining a close relationship with the alumni. The employed graduate can provide positive feedback related to the effectiveness of the materials, the approach, the techniques, the methods, and the content of the course. The program design and objectives of a bilingual vocational training program are successful when the graduate as a worker can communicate satisfactorily with the employers.

E. Summary

- Adapting ESL to the vocational instruction means making the course relevant to the job.
- The course must be appropriate to those being trained.
- The course must account for individual cultural and value differences of the learners.
- Efficiency can be achieved through continuous interaction of the staff and through careful coordination of the ESL and vocational components.
- The curriculum must reflect the demands of the job for which the learners are being prepared.

- The content of the course to be taught must include only those essential elements of English needed to perform the job and those vocational skills of the job.
- Learning and mastery are, in the final analysis, the task of the learner.
- An oral approach is best suited to a bilingual vocational instructional program.
- Strategies in adapting ESL to the vocational skills include:

  1. Specifying vocational vocabulary;
  2. Specifying job skills;
  3. Listing English patterns and vocabulary;
  4. Combining essentials of ESL with job skills;
  5. Defining strategies to follow;
  6. Developing teaching techniques;
  7. Selecting materials;
  8. Designing assessment strategies; and
  9. Providing assistance in finding a job.

Chapter III

Evaluating the Effectiveness of Bilingual Vocational Training Projects

CHAPTER III

EVALUATING THE EFFECTIVENESS OF BILINGUAL VOCATIONAL TRAINING PROJECTS

A. Purpose and Description of Evaluation Method

This chapter has been designed as a guide to the evaluation of bilingual vocational training programs. Its principal purpose is to provide administrators, planners, and evaluators with a set of basic techniques to plan and conduct an evaluation on the effectiveness of their projects. Yet it recognizes not only the limited resources which some programs may have for conducting an evaluation but also project staff cannot be expected to know all of the technical terms and procedures concerned with evaluation. Therefore, this chapter has been developed to cover a broad outline of evaluation issues and techniques in order to establish a common ground of understanding for administrators, evaluators, and other program staff.

Since the type of evaluation will vary depending on the specific goals and objectives of the training as well as the specific purpose of the evaluation, it will be useful to begin with some basic assumptions and definitions.

What is Evaluation?

Evaluation is a process in which data and information are gathered in order to determine if any activity has accomplished what it proposed to do or, in other words, have the desired results been achieved as a consequence of the activity?

The evaluation process seeks to determine not only the outcome of an activity but also to provide information for management and policy decisions to improve the activity, particularly with regard to its planning, administration, and operations. Although evaluation may involve complicated and sophisticated statistical designs and procedures, in most cases where program evaluation is being carried out on a relatively small scale, it is not necessary to use sophisticated techniques.

The complexity of the evaluation will be directly related to the degree of complexity of the program or project outcomes and the nature of the management decision to be made along with evaluation objectives.

Evaluations are generally distinguished as being either formative or process or summative or outcome. The formative or process evaluation refers to, in a broad sense, whether the project or activity met its goals and objectives and seeks to find out the conditions under which it operated, including such aspects as planning, operations, characteristics of staff, the group being evaluated and resources in addition to other community participation, cooperation, or contribution. The above do not include all of the considerations that are addressed for a process evaluation, but they contain many of the key or significant aspects of the operating activities for which questions can be developed.

A summative or outcome evaluation basically refers to the effect or impact a program or activity has on the persons for whom it was designed or intended. In other words, what happened to the persons who were in the program and to whom activities were directed? What did they learn and how did this affect them in terms of the program and its activity? In order to answer these questions it will be necessary to select a specific number of questions on student behavior, characteristics, and activity at the beginning of the program, during the program, and after completion of the training. This will be covered in more detail later in the chapter.

The quality of the evaluation and the use of the findings and conclusions will depend markedly on the proper roles of the project director and the evaluator. It is extremely important that the project director and program staff fully cooperate with the person or persons conducting the evaluation. All parties should communicate frequently so that each understands the goals and objectives of the other. For example, the evaluator needs to know the specific priorities of the project and any special concerns of the project director. The project director needs to know how the evaluation will be carried out and what uses can be made of the evaluation findings.

An effective working relationship will require that the project director and staff coordinate with the evaluator so that the evaluation findings reflect all of the relevant information for making informed judgments on the project activities.

Why Evaluate?

There are many reasons for conducting a program evaluation. These may include a request for evaluation by program persons or groups such as committee members or advisory boards who have a special concern in the program. Another reason for evaluating a program may be a requirement mandated by a state or federal agency to evaluate programs as a condition of funding or grant application.

However, there is more behind the idea of evaluation than special concerns or mandated requirements. While specific reasons for conducting an evaluation will vary, the general purpose of an evaluation is to determine the value of something or to assess how well something works. The result of the evaluation should provide interested persons with information used in making decisions.

In bilingual vocational training programs an evaluation is conducted to determine if program goals and objectives have been achieved and to determine the progress of the trainees in acquiring competency in both English and vocational skills. The evaluation report should also include the history of the program, information on the training and support services provided, and the impact of the program on trainees.

The evaluation activities will provide valuable information for policy decisions, program planning, and program improvement so that program management will be more effective.

Evaluation designs, procedures, instruments and measurement techniques are substantially the same for all instructional programs. However, bilingual vocational training does necessitate an awareness on the part of the evaluator of the unique nature of these programs. Evaluation must measure two outcomes: English proficiency and vocational skills. Since coordination between the English training and the skill instruction often tends to eliminate the rigid separation of these, it is necessary for the evaluation to provide means by which achievement of each goal can be effectively measured apart from the other. Yet, it would be simply inadequate to devise separate procedures to measure ESL totally apart from the vocational objectives;

while, at the same time, measuring the job skills apart from ESL acquisition may also produce less than adequate results. It is necessary to consider both the ESL and the vocational aspects of the program in developing the evaluation plan.

Evaluation as a Management Tool

Evaluation can be viewed primarily as a management tool which provides data and information to project managers and other staff for making decisions to improve performance. The results of the evaluation should be used to analyze project strengths and weaknesses and to identify what kinds of action should be taken to meet project goals and objectives more effectively and efficiently. However, it will be difficult to analyze project activities if the goals and objectives of the project are not realistic, clear, and capable of being measured.

To avoid conducting activities which are unrelated to goals and objectives, it is important to specify and to analyze activities to determine if they are actually helping to improve students' skills and are consistent with project goals and objectives. For example, field trips are generally considered as an excellent way to provide the student with an opportunity to see a practical and real demonstration of the classroom or lab activities. However, if the field trip is not carefully planned and the activity is not designed to meet a specific objective, then what may often happen is that students do not get anything out of the field trip activity because they don't know what the objective is.

All of the project activities should be carefully looked at so that the evaluation results can be used to make improvements in the project as well as to provide project administrators with the data to make other decisions concerning the bilingual vocational training project.

When Do You Evaluate?

Evaluation should be a continuous part of project activities in order to make necessary changes in the project if it is discovered that students are not progressing or learning what is expected of them within a specific schedule of activities. You should not wait until the project is over to

evaluate whether the goals and objectives have been accomplished. Rather, the project activities should be continually reviewed and evaluated to see if they are achieving their purpose or whether and how they can be improved.

How Do You Evaluate?

In conducting an evaluation of a bilingual vocational training project it is necessary to begin with an assessment of the available resources and staff. Will the evaluation be carried out in-house with project personnel or will outside evaluators be called in to conduct the evaluation (a so-called third party evaluation)? If outside resources are to be used, then you will have to determine who is qualified to evaluate the project, how much it is going to cost, and where the funding can be obtained. It may not be necessary to conduct a third party evaluation but it is important to make this decision as you plan the project. Funds will have to be obtained and evaluators must be identified so that arrangements can be made for conducting the evaluation. A good source for potential third party evaluators must be identified so that arrangements can be made for conducting the evaluation. A good source for potential third party evaluators is the local college or university which will probably have names of persons skilled in evaluation. Bilingual vocational training programs operating without federal or state funds may not be able to have a third party evaluation. However, in seeking federal or state funding for your project, then a third party evaluation should be arranged if possible and the cost included in the budget. A third party evaluation is desirable for several reasons. First, it is more likely that skilled evaluators will be available who are experienced in evaluation design and data gathering techniques. Second, the third party evaluation by professionally trained evaluators should ensure an objective assessment of the project and whether it is meeting goals and objectives. In addition, a third party evaluation can often be carried out with less disruption to the project than if project staff were to evaluate their own program. Lastly, the findings of a third party evaluation are more likely to be accepted and distributed by project staff and other interested persons because of the professional relationships between the evaluators and the project staff.

If in-house resources are to be used, then there are several questions which need to be answered:

1. Who is going to do the evaluation?
2. What resources are needed for the evaluation?
3. When will the evaluation take place?

First, it is important to identify who on the project staff has the experience, ability, and time to conduct the evaluation. This does not mean that only one person will be involved in the evaluation, but that one person is responsible for carrying it out and completing a report. For example, an administrative staff person may be selected to do the evaluation. This individual would need some assistance in gathering data from other project staff such as vocational instructors and teachers of English as a Second Language (ESL).

Next, what resources will be needed for the evaluation? There may be a need to develop materials, such as interview forms or worksheets for recording information and other data relating to the project and the trainees. Who can assist in the design of the evaluation and collection of data? Are there persons on the staff who have special skills in analysis or testing? How much staff time can be devoted to the evaluation? All of these matters may affect the budget, the project staff schedule, or both.

Finally, when will the evaluation take place? That is, how often will data be collected and from whom? If you conduct both a process and outcome evaluation, how will information be collected during the project and after the project is completed? How will a follow up on trainees be conducted after they leave the program? This should be done but it will be necessary to decide how contact should be maintained with trainees and what arrangements can be made for gathering information. Also, since the project should be evaluated as an ongoing activity, the instructors and project staff will have to be provided with appropriate forms or instruments on which to record their observations on the progress of the trainees and other project activities. Evaluation should begin on the first day of the project and continue until the project is completed. This will require time for project staff to gather and record information.

As part of the total evaluation process, it is very beneficial to follow the progress of the trainees after they leave the program. Such an evaluation can provide important information on the success of the training program and the success of the graduates after they have completed the training. In the final analysis, the success of a bilingual vocational training program is measured by the number of job placements made and the appropriateness of the kinds of placements made. An evaluation of the post-training aspects of the program should include answers to questions such as:

- Are the trainees employed? (If not employed, why not?)
- What kind of job was obtained? Was it appropriate to the training received?
- What range of salary or wages resulted from the placement of the trainees?
- To what extent will the trainees be able to use the skills they acquired during training on their job?
- What new skills are demanded? How might this effect further training programs?
- How long have the trainees remained in their new jobs? (i.e., retention rate)

This kind of information may be difficult and costly to collect and maintain. However, a close working rapport with the trainees during the program may result in the trainees freely providing all necessary information concerning their success later in the job market. Further, the counselors can follow up on each trainee and at the same time create excellent relations with the employers. Developing new job openings can often be facilitated by showing personal concern for the success of those placed with that employer. At the same time, learning about success and failure on the job will provide substantive feedback to help review the training and make any necessary changes needed.

One important and beneficial way that tracking of program alumni can be done is to establish early some kind of alumni society through which trainees and staff would keep track of those who had finished the training.

Since evaluation is a management tool, the final benefit of following the trainees into the work situation is to constantly improve the program by carefully analyzing the results of the training.

Steps in the Evaluation Process

Let us assume that sufficient personnel and resources have been assigned to the evaluation and that a specific time has been scheduled to conduct the evaluation. The next thing to do is to develop a set of procedures or steps in applying the evaluation to your project.

There are many approaches to evaluation and some may be more or less complicated than others. The specific approach will be determined by the type of information you need to know and the kind of information required for the report. The following steps are developed to evaluate a number of activities in a bilingual vocational training project. These steps can be modified or expanded depending on the type of evaluation being conducted. However, generally, the basic procedures to follow and the information to be gathered can be accomplished by following these fundamental steps.

Step One: Select the Components You Want to Evaluate

One of the key decisions to be made concerning the evaluation is the choice of specific components you wish to evaluate. Some projects may only want to evaluate the basic services of the training and the progress of the trainees. Other projects may wish to include other features such as administration and management of the activities. For example, the assessment of project staff and the way in which they coordinate language and vocational instruction might be included, or the way in which volunteers were recruited and utilized in the classroom might be part of the evaluation.

The important thing is to select exactly what part of the project is to be evaluated. If your project has a number of supplementary activities or if it is a large project covering two or more language groups and several vocational skills, then you may need to include all of the project activities for a realistic evaluation.

There are several segments of the bilingual vocational training which must be included in any project evaluation. These are:

- The Recruitment Process

  Recruiting procedures are critical to the success of an ongoing project. The manner in which trainees were recruited and the kind of trainees accepted as a result of recruitment should be consistent with the project objectives.

- Support Services

  The support services, if any, provided to trainees should be included because in some cases the successful completion of the training by trainees may depend on the kind of services offered.

- Vocational and English Language Skills

  The most important activity to evaluate is the level of skills attained by participants at the end of the training. Information should be gathered on their vocational skill levels and their English language competencies.

- Job Placement

  The successful placement of trainees and the kind of job attained are the real goals of the project and the most important finding of the evaluation. The procedures used to assist trainees in securing employment are important to review in the evaluation.

These components of the training are critical to the success of the project. There may be other aspects of the training which could be included in the evaluation, but this will depend on your choice of components to evaluate and the types of projects operated. Also, the scope of the evaluation will be determined in part by cost and resources but the preceding components of training should be included in your evaluation.

Step Two: Select the Specific Questions You Need to Answer

Once you decide what segments of your project to evaluate, the next step is to decide what questions need to be answered to evaluate your project effectively which will provide you with information to improve project performance. The questions should relate to the anticipated outcomes of your project and the expected impact of the training on the trainees and the community.

A good way to begin selecting questions is to refer to the project's goals and objectives discussed in the overall design of the program. A review of the application for funding should provide the needed information. For example, if you expected to recruit and train a certain number of limited English speaking persons for a specific vocation, then you will want to know how many such persons were trained and if they obtained satisfactory employment in the vocational field. Further, you will want to know if they are performing adequately in an English speaking environment. The answers to these questions are, or should be, directly related to some of the project's goals and objectives and will indicate if certain community needs have been met.

The selection of questions on the goals and objectives of the project will lead to other, more detailed questions which will help you to analyze other aspects of the training project. For example: "How well informed is the community about the training project? What potential employers or employment agencies were contacted in planning the project?" The answer to these questions will indicate what activities were used in developing jobs for trainees and assisting them to obtain employment.

The types of questions you want to answer will generally be guided by the scope of the evaluation. There are specific questions which must be answered on the basis of the project's goals and objectives, but there are other questions you may need to ask about the management of the program and its day-to-day operations. The answer to these questions may explain one of the reasons why the project either met or did not meet its specific objectives. For example, one of the things you will want to know is how well the vocational and English language instructors coordinate their activities.

The ESL teachers should be required to observe the vocational instruction and to sit in on some of the classes. In this way they can tailor the English instruction to the vocational skills and work environment so that the training is more relevant. Another key question concerning the management of the project is the recruitment of trainees and the support services being provided to them. The types of trainees recruited for the vocational training should be consistent with the goals and objectives of the project and the support services should meet the needs of the trainees.

The questions you select will, in great part, determine the kinds of information that will be needed to answer them. If, for example, questions are formed that relate to mastery of certain job-related vocabulary, then the information the evaluator would want to collect would relate to the kinds and extent of job-related words that are being used and learned in the classroom and the kinds of words needed by the trainee to perform any portion of the job.

At this point, however, it is not necessary to identify all of the questions you will need to answer in evaluating the training project. Yet, it is important to select the major questions and relate them to the stated goals and objectives of the training. The need to answer certain key questions will lead to the next step which is to develop the evaluation plan.

Step Three: Develop the Evaluation Plan

Once you have identified what is to be evaluated and have selected specific questions to be answered, you should be able to develop an overall plan for collecting and analyzing data.

Since this is not research but an attempt to determine effectiveness in achieving the stated goal of the program, it is not necessary to have an elaborate evaluation model including control and experimental groups. Rather, the focus is upon the present program, its operations and results and the extent to which the trainees make progress in learning ESL and job-related skills. In determining success, therefore, it is necessary to have some "base-line" against which to measure daily or weekly progress.

Such a base-line infers knowledge and information about the trainees' abilities in English and in job performance as they enter the program. As the trainees move through the training program, their progress can easily be determined by reference to their entry-level abilities and skills (i.e., the "base-line"). At the end of the training another assessment may be made of their abilities and compared with what they knew at the beginning of the course. Such a pre- and post-test evaluation will help measure progress and provide information concerning the effectiveness of the program in helping the trainees achieve their learning goals.

For purposes of evaluating your project, it may be safely assumed that the trainees' progress in English and vocational training is a result of the training program. However, it is always useful to try and find out what other activities the trainees are involved in, especially with regard to learning English as this may help to improve your language instruction as well as your evaluation plan if there are other factors influencing the progress of trainees.

In developing your evaluation plan it will be useful to do the following:

- Develop overall goals and objectives of the evaluation. That is, specify what information and results you need to know and how you are going to use them.
- Identify who is going to do the evaluation and develop specific tasks and assignments.
- Specify the resources which will be needed to carry out the evaluation.
- Identify the data sources to be used in answering the evaluation questions. For example, will the trainees and staff be interviewed? What about employers and other persons in the community?
- Schedule the evaluation within a specific time period and advise everyone who will participate in the data collection.

The evaluation plan is really an overall framework for designing and carrying out the data collection and analysis. However, at this point, it is necessary

to determine how you are going to measure the results of the program. For example, the outcome measures, such as learning English as a Second Language and acquiring vocational skills, require some comparison with the trainees' previous level of competency in those areas. At the very least, it is useful to have some pretest of the trainees ability to function in English. The knowledge a trainee may have about a certain vocational area may or may not be important depending on the vocational skills to be taught. Testing trainees at the end of a program will be sufficient in most, if not all, of the projects. But measuring English language skills requires assessment of the trainees' English competency at initial enrollment in the training program, during the course of the English language instruction, and at the end of the project activities. The U.S. Office of Education has funded a project which is developing a Bilingual Vocational Oral Proficiency Test for this purpose. This test will soon be available.

In vocational skills, there are specific competencies and standards which can be used to evaluate the trainees' progress in vocational areas. In addition to measuring the trainees' progress in English and vocational skills, you may want to evaluate other aspects of the project such as the administration and support services provided to trainees.

Finally, the extent to which trainees were placed in appropriate jobs as a result of the training will be the most important finding of the evaluation. Some means of follow up on the trainees who have left the project should be included in the evaluation plan.

Once you have specified the overall evaluation plan, it will be necessary to develop the instruments for collecting information and other kinds of data. This is discussed next in Step Four.

Step Four: Develop Data Collection Instruments

The types of data collection instruments you develop should relate to the evaluation questions you want answered and your specific information needs. In refining these instruments the major focus is to develop enough questions so that the evaluation will be complete for all components. Also, the instruments should be appropriate to the type of evaluation you wish to

conduct, and take into consideration the context of the evaluation and the time requirements. In addition, questions should be grouped into specific information categories in order to organize the data for analysis and reporting. For example, specific evaluation forms can be developed for community involvement, staff, and trainee characteristics and employer or employment contracts.

In some cases, it may be necessary to develop separate forms to collect data on the community or the trainees' progress. If your information needs are not extensive, then it may be possible to group the different evaluation questions on one form.

Generally, process questions on the project activities can be answered by three types of data collection. The first is a review of any pertinent records on the project's planning and operations. The second is interviewing trainees, instructors, and other project personnel, and the third is observation of classroom activities and participant attitudes. It is particularly important to be sensitive to the cultural and/or ethnic values, and traditions of trainees in a training project. For example, cultural and social values may differ widely in a particular language group and the evaluator should look for evidence that such values are taken into account during the training.

Although some project outcomes can be assessed by observation and interviewing, it is necessary to measure the progress of the trainees in acquiring English language skills and particular vocational skills through the use of special tests or questionnaires.

In summary, data collection instruments should be designed to obtain information and data on process questions such as project activities, recruitment, staff characteristics, etc., plus outcome questions such as trainees' skill level, and whether they have a job and are functioning adequately in the job environment.

Information on project activities can be obtained by developing a checklist for a specific number of activities to be assessed. A checklist could include questions on planning the program, needs assessment, community

involvement, recruitment of trainees, and a description of the language and vocational instruction. Other items can be included depending on the scope of the training and the objectives of the evaluation.

Information on trainees can be obtained through individual interviews of trainees, instructors, and employers. In addition, trainees' records can be reviewed if these include an initial assessment of competencies and any other progress reports or tests during and at the end of the training.

The development of data collection instruments and procedures should not be done hastily. It is important to ask only those questions which will meet the objectives of the evaluation. Information which does not contribute to the evaluation should not be included. This is why the instruments and procedures should be carefully designed with respect to Step Two, which is where specific questions are selected for evaluation.

Step Five: Collect the Data

Since the actual collection of the data should be a simple, straightforward effort which is accomplished quickly and with a minimum of burden of the project staff, it is necessary to advise persons ahead of time that an evaluation will be conducted during a specific time. A schedule of interviews and activities should be planned well in advance of the site visit or the data collection so that the person or persons conducting the evaluation will be prepared and organized for collecting data, interviewing, and reviewing records.

In collecting the data, it is recommended that key persons who are responsible for certain components of the training be contacted both before and after the evaluation. This will ensure that before starting to evaluate the project, everyone is aware of what is going on and persons are more likely to cooperate in all aspects of the evaluation if key administrators and project staff are involved. The project staff should be advised at the beginning that evaluation is an ongoing activity.

Also, when the evaluation is completed it is usually a good idea to provide staff with feedback on the type and quality of the data collected. This is

often done as an exit interview where an overview of the findings is presented and data problems are resolved or clarified. An exit interview is especially important if the evaluation is being conducted by a third party. The project staff have an opportunity to review the evaluation procedures and techniques and to confirm that information is correct. It also presents an opportunity for staff to comment on that aspect of the evaluation which will affect them or their particular project activity. Finally, the data collection itself should be reviewed to determine if there were any problems or issues which hindered the data collection plan and the data collection activities. If any problems were identified, these should be corrected if possible, or noted for correction the following year. If the data problems were serious enough to affect some or all of the evaluation findings, then they should be noted in the evaluation report.

Step Six: Analyze and Report Findings

The analysis of the data should not require any sophisticated techniques in terms of identifying results or computing any statistical averages.

A key point to remember is that the analysis procedures should be compatible with the type and amount of data collected, the goals and objectives of the project, and the purpose of the evaluation. The kind of information collected for a bilingual vocational project should enable you to obtain answers to your evaluation questions with a straightforward analysis of the findings. In general, most of the data on project activities and community involvement can be answered either "yes" or "no." For example, a key question might be whether potential employers were contacted and community involvement obtained in planning the training project. Another key question might ask if teachers were certified and if volunteers were used in the project. Other questions on the trainees' progress can probably be answered in the same way but will require a description of specific skills obtained, jobs secured, type of employment, and other socioeconomic data.

However, in all cases it is essential that the evaluation covers a description of project activities and reasons why certain objectives were or were not met. For example, if trainees showed a high drop-out rate, the reasons for this should be covered in the evaluation even if the drop-outs were replaced.

Once your analysis is completed, it will be necessary to report the findings and conclusions reached in the evaluation. The report should document what procedures were used for assessing the bilingual vocational training program and cover both project activities and trainee progress, performance, and followup. The report should be organized so that it covers all of the major program activities and characteristics.

The principal finding, in terms of training activities, is the number of persons who were trained and placed in jobs where trainees utilize their newly acquired vocational skills. However, it is also important to know how many trainees did not succeed in obtaining jobs and the reasons for either their unemployment or employment in a different vocational skill area. For example, one reason why trainees may not obtain jobs for which they were trained might be inadequate training in the language and vocational skills. Another reason may be the lack of jobs in occupational categories for which training was provided. The specific training project deficiencies should be documented clearly so that project staff can take corrective action either in identifying the need for bilingual vocational training or improving the skill and language instruction to meet occupational needs.

In order to obtain information on trainees and job status it will be necessary to follow up trainees after they have left the program. Follow up is an important factor in evaluating the impact of the training on trainees. It can provide valuable information on those who did not immediately find employment or who were not placed in jobs as a result of the program. In addition, a followp up on trainees who were placed in jobs immediately following the training can provide useful information on how they are functioning on the job. It can also assist project planners and instructors with vital information on the effectiveness of the ESL and vocational training components. Provisions for follow up may also include contacting employers or immediate supervisors to obtain information on the relevancy of the training and the level of skills required to perform in a particular job situation.

If adequate community involvement has been arranged in planning the training program, employers are more likely to cooperate in the follow up of trainees. Certain types of information may be difficult to obtain, but data on the trainee's current job position, progress since being employed, and the extent to which the trainee is functioning adequately in the job should be examined.

Trainees should be advised of the importance of follow up before they leave the program. Procedures should be established which will encourage cooperation and feedback on jobs and employment status. A number of different approaches can be used to follow up on the participants.

The most efficient is to call trainees and interview them over the telephone. The same procedure can be used to follow up on the employer, especially if that person was involved in the needs assessment or planning of the program. Alternatives are to send out letters with self-addressed, stamped post cards on which trainees (or employers) would answer questions on employment, type of job, and current activities. The follow up can be done during the evaluation but it is advisable to plan and schedule this before trainees leave the program. A well-planned follow up, as part of the evaluation, can provide important information on program planning as well as recruitment and community involvement. It may also be possible to organize an "alumni" organization of program graduates not only to facilitate follow up but also to establish a network of information and support for graduates of the program.

The report on evaluation findings should be written with the purpose of providing administrators, planners, teachers, and other program staff with information concerning th· effectiveness of the training program. The evaluation will serve little pu·pose if the findings are not disseminated for use by program staff. The information contained in the report is especially important for improving the bilingual vocational training program and making changes if necessary. The report should also provide the different kinds of information that are needed by different levels of staff. For example, administrators may need more general information on the program for policy decisions while teachers and instructors will need more specific information on the trainee and training activities. The evaluation

report should be designed to provide information which will be useful to program staff at different levels.

In federally-funded programs, there is usually a requirement to report specific kinds of information. Generally, however, it is important to describe what effect the training has had on the target population, and to what extent the objectives have been accomplished. Finally, the report should be used wherever possible, for planning and modifying the program in the future. It can serve as a guide to the improvement of bilingual vocational training.

B. Type of Information Needed by Project Directors and Evaluators

There are two basic types of information needed by project directors and evaluators. The first is ongoing program data which relates to project activities and tells you if goals and objectives have been met. The second is impact data on the trainee and the extent to which persons were trained and placed in appropriate jobs. In preparing for an evaluation of bilingual vocational training programs, it will be useful to discuss these two basic types of information and how they relate to the program.

1. Project (Process) Information

This information relates to characteristics of the program activities and how they relate to specific goals and objectives. Essentially, it provides the person who is doing the evaluation with an assessment of how well the program is performing as measured against specific operational objectives. The importance of process information should not be overlooked. Often it is the key to evaluating the impact of the program on trainees and can provide valuable data and information to improve project activities. For example, if trainees have difficulty finding employment or being placed in a job, then one of the problems might be the lack of community involvement and coordination with employers. This would point out the lack of an adequate needs assessment in planning the program.

On the other hand, if certain trainees cannot be placed when jobs are readily available, then the problem might lie with the English or vocational instruction. Did trainees receive adequate instruction in English as a Second Language and have they obtained the required vocational

skills to perform on the job? These questions may all be closely related to how well the program was planned and how well the English instruction and vocational components were organized in addition to the quality of instruction. However, other factors such as personal problems or a simple lack of transportation may prevent trainees from obtaining a job. The reasons may be directly related to the kinds of support services provided to trainees.

Was there adequate counseling available to help resolve trainee problems? Did program staff have enough background information on trainees to anticipate any future problems? How adequate was the recordkeeping system? Were trainee profiles maintained on performance and progress? These questions are all designed to provide information about program organization and operation. They relate to the planned activities and the extent to which those activities are meeting the needs of the program. It is not unusual, for example, for a program to fail in meeting its objectives and community needs because a few fundamental steps were not taken in planning the program initially. However, gathering this type of information will not only provide clues on whether and why trainees were successfully placed, but also will point out various strengths and weaknesses of the program in terms of its overall planned activities. In developing questions that should be answered on the program's operation, it will be useful to classify the information needs into several categories. In this way, a checklist of some sort can be developed which assesses specific segments of the program.

Generally, the process evaluation will cover the following areas of information at a minimum:

- Community Needs/Target Area
- Recruitment
- Community Involvement
- Training Program
- Instructional Materials
- Support Services
- Staff Qualifications
- Program Management

These are briefly discussed below.

a. Community Needs/Target Area

A bilingual vocational training program must conduct a community needs assessment which describes the need for the proposed bilingual vocational training of persons of limited English speaking ability. There must also be specific evidence of that need and the way it will be met in terms of occupational shortages, job training, and employment opportunities. Much of the success of the program will depend on the validity and accuracy of the needs assessment for a bilingual vocational training program.

The target area and limited English speaking population must be identified and described. It is important that this data is documented so that an evaluation can verify the need by a review of local labor market and economic conditions. Without this specific information it is impossible to evaluate the program effectively.

b. Recruitment

Recruitment is a vital part of the program and the recruitment procedures should be spelled out as part of the administrative activities. It is important to describe how the target population was reached and in what ways the program was promoted in the community. This can have implications for future efforts in reaching a greater number of people and widening the opportunity for training.

c. Community Involvement

One of the key criteria for success is the active involvement of the community in the program, but particularly in securing employment for trainees. Potential employers should be involved in the planning of the program and in the vocational skills instruction. If possible, arrangements should be made for on-the-job training opportunities and placement of trainees on completion of the program. This information is tied in closely with the needs assessment and is the most important segment of developing job opportunities for skilled persons.

d. Training Program

The evaluation of the training program will require information on the organization of the bilingual vocational training and the language instruction. A description of the training program should focus on the skill levels to be obtained and the competencies required for the vocational area. Of particular importance is the coordination between the language and vocational instruction and the extent to which teachers and instructors cooperated in the planning of activities.

The language instruction should provide information on trainee progress and some measures of English language proficiency. If there are no standardized tests available, then these instruments should be locally developed or the U.S. Office of Education's Oral Bilingual Vocational Proficiency Test can be used.* The key information is the difference between trainee's level of English on entering the program and the progress achieved at the end of the program. This progress should be demonstrated by the trainees or teachers or both.

The vocational training should be evaluated in terms of criterion-referenced measures related to a specific performance objective. The various vocational skills usually have commonly accepted performance indicators such as repairing an engine valve, welding a steel pipe joint by using an acetylene torch, or cleaning teeth and assisting in dental hygiene services. In addition, some states will require certification for specific vocational skills and trainees must be certified by the state. However, the trainee's ability to perform certain tasks should be clearly described in the vocational objectives and written down as criterion-referenced measures.

e. Instructional Materials

The kinds of instructional materials used in the training program should be described and assessed as part of the evaluation. However, since it

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Information on this test, which is designed specifically for bilingual vocational training programs, can be obtained from the U.S. Office of Education.

would be difficult to evaluate the adequacy of these materials, information should be gathered from the staff and trainees on whether sufficient materials were provided. Also, some observations can be made on the availability of technical tools and equipment suitable for trainees to practice on in developing skills. A lack of enough tools or sample pieces of equipment can hinder the training program and the mastery of certain technical skills.

f. Support Services

The range of support services offered to trainees is valuable information because of the unique characteristics of the trainees. Persons of limited English speaking ability have special needs in learning job-specific English and in acquiring job skills for use in an English speaking environment. Some trainees may so depend upon certain types of support services that without them they simply may be unable to attend the program or successfully complete it. Support services may range from counseling in personal as well as vocational matters to assistance in transportation, public services, and functioning in a culture and language which differs from their own.

This information is easily obtained and documented so it usually poses no problem for evaluators or administrators to collect adequate data.

g. Staff Qualifications

The qualifications and experience of staff is the foundation of the training program and this information is basic to the evaluation. The items to look for are the number of staff who are either certified teachers and instructors and the previous experience of staff in planning and operating bilingual vocational training programs.

At a minimum, language instructors should have some experience in teaching English as a Second Language (ESL) and should be at least familiar with the native language and culture of the trainees. Ideally, the ESL instructor is fluent in both English and the target language. If the training program is serving a number of different cultural and

language groups then it will be difficult, if not impossible, to meet all of the various group needs.

In this case, the instructors may use volunteers to assist in the training. However, if several large language groups need training, then a program should serve each language group rather than combine them.

Vocational instructors should be bilingual whenever possible in addition to being qualified in the given vocational skills being taught. Staff, including volunteers or consultants, should have any required credentials and competencies that are needed for teaching their subject area. Such information should be available in personnel records, but staff interviews may be necessary to determine their qualifications.

h. Program Management

Essentially, this information relates to the way in which staff, resources, and trainees are managed to accomplish program goals and objectives. The type of information to collect will depend on levels of staff planning and communication. For example, are ESL and vocational instructors aware of what each is doing? Do ESL and vocational instructors visit each other's class? Are staff meetings conducted in which the program's progress and performance are periodically assessed? In what ways does the program staff remain involved with the community and community resources? Has the project director kept the program on target in meeting goals and objectives? What about supervision of staff?

These are just some of the questions which might be asked to evaluate the effectiveness of the management plan, but obviously, other questions will be developed based on each program's unique organization and administration.

2. Trainee Impact Information

This information describes what changes occurred as a result of the training program and what were the effects on the trainees. Essentially, the data should provide answers to the following questions:

- How many trainees were recruited and trained in jobs?
- How many trainees were placed in jobs for which they were trained?
- How many trainees did not complete the training program? What were the reasons for dropping out?
- To what extent has the program increased the career employment opportunities of the trainees?
- To what extent have trainees shown increased levels of proficiency in the English lanaguage?
- To what extent did the trainees gain the ability to function in an English speaking work environment?
- To what extent did trainees show increased skills in the vocational areas and how did this affect their job placement?
- To what extent did trainees increase their ability to gain or seek employment through such actions as job interviews and filling in application forms?
- To what extent have trainees increased their wages or salary after completing the program and how does this compare with prevailing local rates?
- To what extent has the program changed the lives of the trainees either personally or professionally?
- What changes, if any, have occurred in the community as a result of the bilingual vocational training?

These are just some of the basic skill areas you may need to evaluate.

Much of the trainee impact information will depend on the skills for which trainees are being trained and the support services provided. However, for bilingual vocational training programs the above questions are essential in evaluating the effectiveness of the program.

C. Data Collection and Assessment

The actual data collection and assessment should be carefully organized and conducted in order to ensure accurate, complete, and timely data on: (1) trainee progress and experiences; (2) type of training; and (3) job placement and followup.

The data collection instruments discussed in Step Four should be easy to administer and should include some interview questions for staff, trainees where appropriate, and employers who are participating in the training program.

The assessment tools and procedures will vary according to the type of evaluation being conducted, but, in general, the trainees should be assessed on entry into the project, periodically during the project and again at the completion of the training. While a number of different approaches can be used to evaluate the training activities and vocational skills of the trainees, assessment of the English language competence is more difficult to measure. Tests appropriate for bilingual vocational training programs have not been available; however, as mentioned earlier, the U.S. Office of Education will have available in the fall of 1979, a test specifically designed to measure the English language proficiency of persons in Bilingual Vocational Training Programs. The test will have two forms -- one to measure the oral English proficiency at entry into the program and one to measure growth in English to be administered at the end of the program.

In Section E (beginning on page III-79) we describe a model evaluation form based on the process questions discussed in Section B. This form can be adapted according to the training components and special needs of a Bilingual Vocational Training Program.

D. How to Use Evaluation Findings in Planning and Operating a Bilingual Vocational Training Program

The evaluation findings should enable you to make a number of decisions regarding the planning and operation of the Bilingual Vocational Training Program. Below are a number of possible suggestions which may result from the evaluation.

- Community Involvement and Needs Assessment

  The evaluation may reveal that community and advisory board involvement needs more attention. The numbers and types of community involvement may need to be changed.

- Staff and Resources

  Staff duties and percent of time may need to be reassessed. Also, the number and kinds of staff assigned to the program change.

- Program Goals and Objectives

  The goals and objectives may be changed as a result of the evaluation.

- Program Components

  The organization of the English language and vocational components may require a change based on:

  - Resources
  - Specific course curriculum
  - Instructional materials
  - Location and facilities

- Target Population

  Activities may be expanded as a result of the evaluation or changed in other ways to suit community needs.

- Evaluation Plan

  Finally, the evaluation itself may suggest changes needed in the evaluation plan to improve the collection and analysis of data.

Obviously, there are other decisions which could be made to improve performance and increase the effectiveness of the program. Those will be determined by the type of evaluation conducted and the extensiveness of the data collected. However, the evaluation findings should be viewed as an important tool for improving the program and in planning and operating the training components.

If the evaluation is carefully planned and organized, then it will furnish project directors, planners, evaluators, and other persons with information for making policy and program decisions to meet the needs of the community in bilingual vocational training.

SECTION E. MODEL EVALUATION FORM

INTRODUCTION TO

SELF-ASSESSMENT FOR
BILINGUAL VOCATIONAL TRAINING PROGRAMS

On the following pages is a self-assessment form to assess the activities of a Bilingual Vocational Training Program and to assist you in determining how well your goals and objectives have been met.

This assessment form should be viewed as a model for evaluating programs and can be used in the present form or adapted and modified to meet the specific evaluation needs of your project. As a model, the form is comprehensive in scope and is designed to cover all of the necessary components of a Bilingual Vocational Training Program. However, not all programs may require such a comprehensive approach to evaluation and in some cases the evaluator may not have all of the necessary information or time to assess the adequacy or effectiveness of different components. For example, the sections on community involvement, job market analysis, and staff qualifications are extensive and require specifically trained persons and time to assess these components for each item.

Moreover, for some programs, it may not be applicable to assess all of the items in such components as support services. Nevertheless, the assessment form should enable you to evaluate all of the relevant components of a Bilingual Vocational Training Program and assist you in improving program plans and performance.

SELF-ASSESSMENT FOR BILINGUAL VOCATIONAL TRAINING PROGRAMS

INSTRUCTIONS

The Needs Assessment form has several sections, each one devoted to a specific component of bilingual vocational training. These components cover the following areas:

Section I - Community Needs Assessment
Section II - Recruitment
Section III - Community Involvement
Section IV - Training Program
Section V - Instructional Materials
Section VI - Support Services
Section VII - Staff Qualifications
Section VIII - Program Management

Read each question and follow the directions included in each section. In some sections, for example - Section I. - you are asked to "Check those that are appropriate"; in others you are asked to make minimal discriminations between "Yes" and "No," and so on.

This form, or one you create based upon this model, could be duplicated and different staff members could independently evaluate the program. The results of their evaluation could then be compared and discrepancies discussed. This process could provide insight into the program itself and the use of the evaluation form.

I. COMMUNITY NEEDS ASSESSMENT

1. To what extent does the Community Description provide details about jobs in the community? (Check those that are appropriate)

(__) Kinds of jobs, statistics, work descriptions, turnover rates
(__) General description of kinds of industries, business and jobs
(__) Vague notion of some of the employment opportunities of community
(__) Linguistic demands of jobs
(__) No data or documentation of any jobs in the community

2. What kinds of information does the Community Description provide related to limited English speakers in the community?

(__) Complete demography with statistics providing language backgrounds, ages, family profiles, economic status, past professions
(__) References to some of the ethnic community and their needs for jobs
(__) References that there are needy limited English speakers wanting training for jobs
(__) No information at all, but have heard that such individuals and groups exist in the community

3. To what extent have analyses been made of job market shortages and needs for workers over the next year or two?

(__) Complete statistics industry by industry and job specific numbers of expected openings over the next three to five years
(__) Some general percentages and some hard data for some occupations
(__) Statement that there is probably a need for new employees that trainees could fill
(__) No idea at all of what positions might be coming up soon or later

4. To what extent has an analysis been made of the available opportunities for trainees within the potential job market?

(__) Commitments from business; specification of those jobs which might present hurdles such as special certification licenses, union membership, etc.
(__) Some knowledge of some possible job openings and constraints that might have to be faced by graduates
(__) No knowledge of opportunities or constraints to graduates

II. RECRUITMENT

Cumulative Record of Success	
No. of Inquiries recv'd:	___
No. of Applications	___
No. completing course	___
No. placed on job	___
No. successful on job	___
No. on waiting list	___

1. Are procedures for recruitment worked out? YES (__) NO (__)
If no, please explain.

2. Does the community help promote program and recruit? YES (__) NO (__)
If no, please explain.

3. Are support system and channels of information established? YES (__) NO (__)
If no, please explain.

4. Do other agencies cooperate with the program in recruiting trainees (such as CETA, U.S. Employment Services, Social Service Organizations, Military, etc.) YES (__) NO (__)
If no, please explain.

5. Are previous trainees used to recruit others? YES (__) NO (__)

How is the program promoted in the community and are any of the following agencies used in your recruitment process? (Please check all that apply)

(__) CETA
(__) Employment Service
(__) Social Service Organizations
(__) Other Community-based Organizations

6. How many training slots are available for your program? _____

7. What is the current number of persons being trained? _____

8. How many persons dropped out of the program? _____

9. How many persons completed or will complete training? _____

III. COMMUNITY INVOLVEMENT

Check those that describe the kinds of involvement of the community in the program:

3.1 (__) Participated on the Advisory Committee

3.2 (__) Helped in the recruitment of trainees

3.3 (__) Helped in placement activities

3.4 (__) Spent time helping in providing vocational skills in the program

3.5 (__) Helped locate equipment and supplies

3.6 (__) Helped provide or solicit tuition grants

3.7 (__) Worked with employers after placement

3.8 (__) Provided field experience (OJT or apprenticeship experience during training)

3.9 (__) Helped keep track of trainees

IV. TRAINING PROGRAM

1. Assess the extent of coordination between components of the program. (Check in the appropriate box)

Coordination ...	Excellent	Good	Satisfac.	Poor	None
a. in planning activities before the course began					
b. in working together in ongoing activities and monitoring programs					
c. in working together in classes (ESL, Teacher visits, vocational training, and vice versa)					
d. in selecting learning materials					
e. in assessing trainee's progress					
f. in program evaluation					

2. Progress in training for skill development. (Check those that are appropriate)

a. (__) Criterion-referenced objectives made clear for each step of the program

b. (__) Provision is made for learners to proceed at their own speed

c. (__) Learners are made aware of their daily progress in achieving objectives

d. (__) Positive reenforcement is given throughout the learning program

e. (__) Simulation and actual hands-on learning provided

f. (__) Learners have opportunity to visit potential worksites

3. Progress in training for ESL. (Check those that are appropriate)

a. (__) Criterion-referenced objectives made clear for each step of the program

b. (__) Provision is made for learners to proceed at their own speed

c. (__) Learners are made aware of their daily progress in achieving objectives

d. (__) Positive reenforcement is given throughout the learning program

e. (__) ESL is made "realistic" by associating and integrating all components with the job-skill component

f. (__) Simulation of the actual job is practiced using English as it will be needed on the job

4. Adequate use of native language made by staff. (Check those that are appropriate)

a. (__) Concepts which cannot be conveyed in English are conveyed in native language

b. (__) All English content is presented and practiced in English before resorting to native language

c. (__) No grammatical discussion is given in native language

d. (__) Attempts are made to phase out use of native language as early as possible and in every possible situation

e. (__) Bilingual teachers are sensitive to when and how often to use native language

f. (__) Bilingual staff refuse to use native language once the individual learner has demonstrated that it is possible to use English in that situation

g. (__) Translation is not resorted to nor expected from the learner. Rather, all training is done in English with questions and answers kept in same language. Help given in native language must not be confused with English

h. (__) Learner feels comfortable at all times knowing that the native language can be used for emergencies and problems but that it will not be used unless absolutely necessary

V. INSTRUCTIONAL MATERIALS

1. Assess the quality of the equipment available: Use Letters: E = Excellent, F = Fair, P = Poor

a. (__) QUANTITY: Sufficient equipment for all trainees to use without having to wait when ready.

b. (__) RELEVANCE: Equipment replicates the expected equipment that will be used on actual job sites.

c. (__) QUALITY: In good condition, well maintained, safe, and usable when needed.

d. (__) APPROPRIATE: Equipment usable for learning purposes, can be used in group or for individual instruction (i.e., flexible).

2. Assess the quality of the vocational learning materials including texts, manuals, handbooks, learning sheets, pictures, wall charts, films, film strips, exercises, performance tests, etc.

a. (__) QUANTITY: Sufficient for number of trainees

b. (__) LEARNING DESIGN: Well sequenced, built-in reenforcement, sufficient redundancy validated to assure achievement of learning objectives.

c. (__) CONSISTENCY: All learning materials well rated and integrated, e.g., films related to learning unit which is related to specific objectives of the unit.

d. (__) VARIETY: Different approaches available and provision for slow learner, gifted, and inbetween, permits variety of approaches, demonstration, self-instruction.

e. (__) PRACTICAL: Geared to performance, not talk about performance. Designed to help trainee master the skills needed on the job.

f. (__) ADAPTABILITY: Materials chosen are satisfactory for bilingual training and for the adult learners in the program. They are easy to adapt to oral approach and direct hands-on training.

g. (__) ACCEPTABLE: Free of sex bias and cultural bias. Takes account of diversity of people working on job.

3. Assess the quality of the ESL learning materials including texts, manuals, handbooks, learning sheets, pictures, films, film strips, wall charts, exercises, performance tests, etc.

a. (__) QUANTITY:

b. (__) LEARNING DESIGN: Does the course permit freedom of presentation, following the sequences of the vocational course? Is the design conceived to permit mastery of the essentials of English as needed to perform the skill following the course?

c. (__) CONSISTENCY:

d. (__) VARIETY:

e. (__) PRACTICAL:

f. (__) ADAPTABILITY:

g. (__) ACCEPTABLE:

h. (__) USABLE: Can the ESL teacher use the materials for a variety of drills and learning exercises to ensure memorization and mastery?

VI. SUPPORT SERVICES

1. Which of the following are provided and how satisfactory are they?

Use Letters: E = Excellent
F = Fair
P = Poor
NA = Not Applicable

a. (__) Provision for health (Nutrition suggestions, clinic, available medical assistance, etc.)

b. (__) Help with transportation (Close to bus route, cars, or buses provided, maps of city and tour provided, etc.)

c. (__) Orientation to the "world of work." (Visits to potential worksites, mock-up interviews, actual interviews for practice with real employers, lessons concerning job search, how to get jobs, how to keep them.)

d. (__) Personal counseling for problems (Staff who speak native languages available as needed for any problem whatsoever, including visas, finances, etc.)

e. (__) Provision for PRE-WORK needs (Social Security number, filling out applications, proper dress codes, etc.)

f. (__) Provision for re-training and up-dating skills as technology changes

g. (__) Helping make connections with previous trainees and those to come (e.g., creating an alumni group, a newsletter, special meetings with alumni)

h. (__) Orientation program to acquaint trainees with training program.

2. To what extent has the community been helpful and involved in providing certain support services:

(__) Extensive and high quality

(__) Fair

(__) Not at all

VII. STAFF QUALIFICATIONS

List the names of titles of the staff below. Then, evaluate each as to their qualifications on each of the following categories. Mark in the appropriate box one of the letters that follow. Place no letter if it does not apply.

E = Excellent
G = Good
F = Fair
P = Poor

	Academic	Experience	Team Worker	English Competence	Native Language Comp.	Bilingual	Cultural Awareness	NOTES
VOCATIONAL STAFF:								
ESL STAFF:								
JOB COUNSELOR:								
OTHERS:								

Academic: Qualifications including certificates, union memberships, degrees, etc.
Experience: In these types of programs
Team Worker: Can work well with others in team and integrated approach
English: Speaks English as native; Native language competence (as native)
Bilingual: Can handle either language equally well for use in classroom teaching and on the job
Cultural Awareness: Sensitive to people of other cultures, differences

VIII. PROGRAM MANAGEMENT

To what extent has management support staff in the program: (Check all those applicable)

(__) Holds staff meetings for periodic assessment

(__) Provides facilities and additional equipment and materials as needed

(__) Provides adequate administrative, classroom, and shop space for the project

(__) Provides adequate liaison between staff, trainees, and the community

(__) Provides personnel time for planning lessons and a team approach including visiting each other's classes

(__) Provides supportive services to administer program (reproduction, janitorial telephone, transportation)

(__) Maintains adequate records

(__) Maintains equipment and supplies

(__) Maintains excellent lines of communication between all parties in training program

(__) Maintains charts to record progress of course and trainees toward stated goals

(__) Obtains sufficient financing to guarantee "worry-free" training on part of staff

(__) Works to obtain carry-on programs beyond present program

COMMENTS